

# EDUCATIONAL RESOURCES INFORMATION CENTER

January 1973

Volume 8 Number 1

**ERIC**

*research*

*in*

*education*

## RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

**Organization of Journal** RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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## IMPORTANT NOTICE

Beginning with this issue, and for the convenience of the user, accession numbers appearing in the Subject, Author, Institution, and Cross Reference Indexes will be followed by the symbol // whenever they refer to documents that are *not* available from the ERIC Document Reproduction Service (EDRS). Approximately 18 percent of the documents announced in each issue of **Research In Education** are copyrighted, or have alternate sources of availability, and therefore will bear this symbol.

ERIC also announces a change in its microfiche reduction ratio to conform with both the new COSATI (Committee on Scientific and Technical Information) and NMA (National Microfilm Association) standards. This will result in a 24:1 reduction ratio instead of the present 20:1.

Beginning with the December 1972 issue of **Research In Education**, all standing orders for microfiche will be issued in the new format. Microfiche produced earlier at the 20:1 standard will continue to be supplied in that format.

The new format provides for 98 pages per microfiche (as opposed to 60 pages per microfiche for the old format). Since the new format does not modify the external dimensions of the microfiche, existing microfiche readers may be used without modification.

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Volume 8 Number 1

January 1973

# Research in Education

ED 066 621-067 511

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## Introduction

**Research in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

## **DOCUMENT SECTION**

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Bibliographies, \*Communication (thought transfer), \*Perception, \*Pictorial Stimuli, \*Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). \* **64**

Clearinghouse accession number. **AA 000 223**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project. **Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449.**

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials. **(AL)**

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

# Document Résumés

5

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AA—Leasco Systems and Research.....	5	LI—Library and Information Sciences.....	64- 69
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CG—Counseling and Personnel Services.....	11-16	RC—Rural Education and Small Schools.....	73- 80
CS—Reading and Communication Skills.....	16-25	SE—Science, Mathematics, and Environmental Education.....	80- 91
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FL—Languages and Linguistics.....	46-53	UD—Disadvantaged.....	107-111
HE—Higher Education.....	53-61	VT—Vocational and Technical Education.....	111-120
JC—Junior Colleges.....	61-64		

## AA

**ED 066 621** AA 001 039  
**Early Childhood Education: Perspectives on the Federal and Office of Education Roles.**

Stanford Research Inst., Menlo Park, Calif.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
Report No—EPRC-6747-17; RM-17  
Bureau No—BR-7-1013  
Pub Date Jul 72  
Contract—OEC-1-7-071013-4274  
Note—151p.  
**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Behavior Development, Child Psychology, \*Cost Effectiveness, \*Day Care Programs, \*Early Childhood Education, Family (Sociological Unit), \*Federal Aid, Financial Support, Parent Child Relationship, Preschool Children, \*Preschool Programs, Research Reviews (Publications), Working Parents  
Identifiers—OCD, Office of Child Development, Office of Education

This memorandum is directed to the question of the appropriate Federal and Office of Education roles in early childhood education, specifically, what programs or approaches will meet the objectives and diverse needs of the proponents for preschool programs. In particular: (1) is there a need for some form of federally funded early childhood programs; and (2) if so, should they be "educational" in the traditional sense of the term? The issues are discussed under the following general topics: (1) Relevant Societal Conditions; (2) The Constituency; (3) The Issues; (4) The Need and Costs of Day Care; (5) The Federal Effort; (6) The Research Evidence; and (7) Recommendations and Conclusions. Statistical data are presented in tables and illustrations, and 129 references to related documents are included. (LS)

**ED 066 622** AA 001 040  
**Developing a Sensing Network for Information Needs in Education. Final Technical Report.**

Stanford Univ., Calif. Inst. for Communication Research.  
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.  
Bureau No—BR-1-0617  
Pub Date Sep 72  
Grant—OEG-0-71-3947  
Note—124p.  
**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Clearinghouses, Communication (Thought Transfer), \*Educational Needs, Evaluation Techniques, \*Information Dissemination, \*Information Needs, Networks, Questionnaires, Research Reviews (Publications), \*State Surveys, \*Statistical Surveys, Technical Reports

Identifiers—\*Sensing Network

The planning and implementing of dissemination programs for information needs in education are presented in 10 sections: I. Background; II. Data Collection and Analysis Plans; III. The State Surveys; IV. The "Query Followup" Study; V. The "Information Specialists" Study; VI. The "Hotline" Study; VII. The "Educational Serials Topic Trends" Study; VIII. Convergence of Findings; IX. Conclusions and Recommendations; and X. Bibliography. An appendix "Topic Trends in the Educational Report Literature," by Suzanne P. Hawkins and Robert Hawkins is included along with a sample of the questionnaire distributed in a 13-state survey. (LS)

**ED 066 623** AA 001 041  
**Ironsides, Roderick A.**

**The 1971-72 Nationwide Installation of the Multiunit/IGE Model for Elementary Schools. A Process Evaluation.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.  
Report No—ETS-PR-72-15  
Pub Date Sep 72  
Contract—OEC-0-71-3705  
Note—291p.; Volume I of two volumes  
**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Curriculum Development, Educational Objectives, Educational Specifications, Elementary Schools, \*Formative Evaluation, Individualized Programs, \*Instructional Innovation, Interviews, \*Multiunit Schools, National Surveys, \*Program Planning, Questionnaires, Research Reviews (Publications), \*School Surveys, Site Analysis, Statewide Planning, Surveys  
Identifiers—IGE, Individually Guided Education, Multiunit School Organization, MUSE

The process of installation of specified and instructional patterns in more than 200 elementary schools from ten states is evaluated. The findings of data gathered from questionnaires, site visits, training sessions, and interviews represent four major project procedures. Eight chapters cover the study as follows: I. Purposes, Background, and Summary; II. Instrument Development; III. School Survey Questionnaire; IV. District Survey Questionnaire; V. Detailed Installation Questionnaire; VI. Site Visits to Multiunit-IGE Schools; VII. Installation Models and Designs; and VIII.

Conclusions and Recommendations. Included in four appendices are the questionnaires used in the project: (a) School Survey; (c) District Survey; (e) Detailed Installation; and (g) Visit Report Forms. (For Volume II of this study see ED 066 624 in this issue.) (LS)

**ED 066 624** AA 001 042  
**Ironsides, Roderick A.**

**The 1971-72 Nationwide Installation of the Multiunit/IGE Model for Elementary Schools. A Process Evaluation. Appendixes.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.  
Report No—ETS-PR-72-15  
Pub Date Sep 72  
Contract—OEC-0-71-3705  
Note—126p.; Volume II of two volumes  
**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Curriculum Development, Educational Objectives, Educational Specifications, Elementary Schools, \*Formative Evaluation, Individualized Programs, \*Instructional Innovation, Interviews, \*Multiunit Schools, National Surveys, \*Program Planning, Questionnaires, Research Reviews (Publications), \*School Surveys, Site Analysis, Statewide Planning, Surveys  
Identifiers—IGE, Individually Guided Education, Multiunit School Organization, MUSE

This second volume of the process evaluation of nationwide installation of the Multiunit/IGE Model for elementary Schools, contains six appendixes relating to the original survey. Appendixes A, C, E, and G appear in Volume I. The appendixes in this issue are: (b) Tables Reporting School Survey Findings; (d) Tables Reporting District Survey Findings; (f) Tables Reporting Detailed Questionnaire Findings; (h) State Summary Sheets Accounting for All Schools; (i) Formal Agreements at National, State, District Levels; and (j) Composite Data Bases for Visit Schools. (For Volume I of this study see ED 066 623.) (LS) I30AC

**ED 066 625** 08 AC 012 723  
**Kirby, Edwin L.**

**Our Responsibility For Balanced Programming.**  
Department of Agriculture, Washington, D. C.  
Extension Service.

Pub Date Apr 70  
Note—19p.; Revision  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Extension Education, Guides, \*Program Development, Program Guides, \*Program Planning, Rural Education, Rural Extension



This paper reviews guidelines of the Cooperative Extension Service, as set forth in Smith-Lever Act of 1924. It discusses the early educational program, examines the efforts of the present program, pointing out weaknesses and methodology, and sets forth objectives for future program efforts. (NF)

ED 066 626 08 AC 012 734

Ingalls, John D. Arceri, Joseph M.  
A Trainers Guide To Andragogy, Its Concepts,  
Experience and Application.

Data Education, Inc., Waltham, Mass.  
Spons Agency—Social and Rehabilitation Service  
(DHEW), Washington, D.C.

Report No.—SRS-72-05301

Pub Date 72

Note—242p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Adult Education, \*Adult Educa-  
tors, Adult Learning, \*Guides, Teaching  
Guides, Trainers, Workshops

This guide was designed for the personal and professional development of staff trainers and manpower administrators in state and local SRS-related agencies. It is composed of three major parts: Part One - Concepts for Adult Learning - introduces basic ideas central to the andragogical process of education. Part Two - Designs and Processes for Experience - is a Five Day Residential Workshop in which ideas in Part One can be lived, tested and evaluated. Part Three: For Continuing Application - is designed to be shared with Workshop participants. Trainers may take back this section of the guide to assignments in the field to apply learnings gained from the Workshop. An annotated bibliography and selected references are given. (NF)

ED 066 627 08 AC 012 741

Sobitsky, Joel R.

Effective Methods of Recruiting Volunteer Leaders  
With Some Implications For Disadvantaged  
Areas.

Department of Agriculture, Washington, D. C.  
Extension Service.

Pub Date 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Disadvantaged Environment, \*Ex-  
tension Agents, \*Leadership Qualities,  
\*Recruitment, \*Volunteers

This paper attempts to define the process of recruitment, the understanding of the potential leaders, and factors which affect recruitment, various recruitment methods that Cooperative Extension could utilize, and a brief relationship of the recruitment process to disadvantaged leaders. It is concluded that recruitment is an important element in leadership development process for all organizations dependent on volunteers. (Author/NF)

ED 066 628 08 AC 012 751

McClure, Joseph Paul And Others

Factors Related to 4-H Membership Status of  
Ninth and Tenth Grade Boys in Greene County,  
Tennessee: A Research Summary of a Graduate  
Study.

Tennessee Univ., Knoxville. Agricultural Exten-  
sion Service.

Pub Date Jul 72

Note—26p.; Extension Study No. 22

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Clubs, Comparative Analysis, Data  
Collection, \*Dropout Research, Enrollment In-  
fluences, \*Enrollment Trends, \*Factor Analy-  
sis, Grade 9, Grade 10, Interviews, Statistical  
Data, Tables (Data), Youth, \*Youth Clubs

This study concerned problem of decreased 4-H Club enrollment among senior 4-H Club youth in Tennessee. Data were collected from all ninth and tenth grade boys in Greene County, Tennessee, present on day interviews were conducted in each school. For analysis, data from 308 boys were classified into two groups according to their 4-H Club membership status. Purpose was to compare 4-H members and dropouts regarding personal characteristics, parental and family characteristics, extent of participation in youth organizations and tasks they were most interested in learning to perform. Thirty-two independent variables were identified and used as basis for comparison. Contingency tables were used to

show relation between (4-H membership status) and independent variables. Chi square statistical analyses were made to show relations obtained. Chi square values which achieved .05 level were accepted as statistically significant. Computations were done with assistance of University of Tennessee Computing Center. Results were important. Bibliography is included. (Author/NF)

ED 066 629 08 AC 012 756

Partin, Minerva O. And Others

Volunteers: A Challenge For Extension Workers:  
Developing Volunteer Leaders From Disad-  
vantaged Families.

Department of Agriculture, Washington, D. C.  
Extension Service.

Pub Date May 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Developmental Guidance,  
Developmental Programs, \*Disadvantaged  
Groups, Economically Disadvantaged, \*Exten-  
sion Agents, Leaders Guides, \*Leadership  
Training, \*Volunteers, Volunteer Training

A series of guidelines for use by Extension agents, as they involve socially and economically disadvantaged youth and adults in volunteer leadership roles in rural and urban Extension programs, is presented. Section headings are: Know Your Audience, Establish Rapport, Levels of Leadership, Leader Development, Leadership Roles, Volunteer Recruitment, Evaluation, The Agent's Role, and a Bibliography is furnished. It is concluded that the need for indigenous volunteers to work with Extension workers has never been greater. The success that Extension achieves in engaging volunteers from among the disadvantaged will depend on the extent and level of the volunteer's involvement, thoroughness in educational program planning and Extension's commitment to serve all people. (Author/NF)

ED 066 630 08 AC 012 762

Professional Development Policies and Programs.

Department of the Interior, Washington, D.C.

Report No.—AO-ADM No. 45

Pub Date Jul 71

Note—28p.; Revision No. 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Developmental Guidance,  
\*Developmental Tasks, Inservice Education,  
\*Professional Personnel, \*Professional Training

This memorandum sets forth policies, objectives, plans and programs for providing opportunities to professional staff for development of their technical and managerial skills. Section titles are: Policy and Objectives; Methods of Achieving Objectives; Cooperative Determination of Training Needs; Professional Development Plan; Agency Financial Support For Courses Of Study Outside Of Regular Duty Hours; Evaluation of Training Received; Employee's Comments on First 6 months. Attachments include: Adult Operations Career Profile, and Instructions for Preparation; Suggested Outline For Orientation of New Employees; Examples of Subjects for Emphasis in Training; Training Evaluation Form. (NF)

ED 066 631 AC 012 777

Eteng, William I. A. Marshall, Douglas G.

Retirement and Migration in the North Central  
States: Comparative Analysis of Life and Retirement Satisfaction: Wisconsin, Florida, and  
Arizona.

Wisconsin Univ., Madison. Coll. of Agricultural  
and Life Sciences.; Wisconsin Univ., Madison.

Dept. of Rural Sociology.

Pub Date Mar 70

Note—79p.; Population Series No. 20

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment),  
\*Comparative Analysis, Data Analysis,  
\*Demography, Geographic Location, Literature  
Reviews, Migration, \*Older Adults, \*Reloca-  
tion, Research Methodology, Research Reviews  
(Publications), \*Retirement

Identifiers—Arizona, Florida, Life Satisfaction,  
North Central Region, Wisconsin

Results are given of a study of samples of retirees in Wisconsin, Florida, and Arizona. Respondents were compared on (1) background characteristics, (2) occupational and financial status, (3) health condition, (4) formal and informal organizational participation, and (5) retirement decision making. An attempt was made to determine the extent to which these factors were

related to the respondents' life and retirement satisfaction as measures of retirement adjustment. Combined samples of Arizona and Florida migrant retirees were compared with Wisconsin nonmigrant retirees to determine the degree to which this comparative study validated findings from previous studies and to indicate further research needs. Included in this report are sections devoted to a literature review; study objectives; study justification; study design and methods; data analysis including demographic characteristics and life satisfaction; anticipatory socialization—retirement decision making and life satisfaction; retirement transition—economic and health changes and life satisfaction; concomitant socialization—interaction continuity and life satisfaction; and attitude toward retirement and life satisfaction. (Author/JS)

ED 066 632 AC 012 778

Knowles, Malcolm S.

Toward a Model of Lifelong Education.

Pub Date Aug 72

Note—14p.; Working paper for Consultative  
Group on "Concept of Lifelong Education and  
Its Implications for School Curriculum."  
UNESCO, Institute for Education, Hamburg,  
Oct. 9-12, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, \*Continuous Learning, Educational Resources, Family Life, \*Human Resources, Individual Development, Learning Experience, Learning Processes, Middle Aged, \*Models, Older Adults, Research Reviews (Publications), School Role, Taxonomy, Teacher Role, Vocational Development, Young Adults

Some of the criticisms that have been leveled at the educational establishment by social analysts are discussed. It is suggested that one of the new realities is that education must be a lifelong process in order to avoid the catastrophe of human obsolescence. The assumptions and elements for a new model of education as a lifelong process are discussed. Based on the assumption that the purpose of education is the development of competencies for performing the various roles required in human life, the first element in a new educational model would be a taxonomy of these roles and their required competencies. From the second assumption—the primary purpose of schooling is to help children and youth learn learning skills—seven elements of learning skills are listed. Assumption 3 is based on a spiral of "learning projects," where the school is presented to learners as a "learning resource center" and teachers are presented as "learning project consultants." Also, included in this report is an outline of life problems of American adults noting such areas as vocation and career, home and family living, personal development, etc., as well as a bibliography of the author's publications. (JS)

ED 066 633 AC 012 779

Boyd, Anna Marie

An Analysis of the Role of the International Farm  
Youth Exchange Program in Cross-Cultural  
Communication.

Pub Date 71

Note—83p.; Paper presented in partial fulfillment  
of the requirements for the Master of Extension  
degree

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought  
Transfer), \*Cross Cultural Studies, Cultural  
Exchange, \*Exchange Programs, Foreign Coun-  
tries, Human Relations, \*International Or-  
ganizations, Language Proficiency, Masters  
Theses, Rural Youth, \*Volunteers, \*Youth  
Programs

Identifiers—\*International Farm Youth Exchange

Three areas are the focus of this report: (1) a description of the International Farm Youth Exchange (IFYE) program including its goals, function, organizational structure, operations, and financial arrangements; (2) the concept of cross-cultural communication and its implications for international understanding and world peace; and (3) an evaluation of the IFYE program in terms of its effectiveness in enhancing cross-cultural communications throughout the world. The IFYE program depends on young men and women volunteers who are sent to live and work with families in foreign countries; in turn, foreign volunteers are sent to this country for the same purpose. From a study of this process, it is con-



cluded that the following variables indicate that the IFYE program does facilitate cross-cultural, interpersonal communication: (1) objectives, (2) IFYE structure, (3) IFYE participants, (4) IFYE's responsibility, (5) orientation, and (6) the IFYE and the end product of communication. Three possible weaknesses of the IFYE program are noted. They are: (1) inadequate language training, (2) lack of emphasis on human relations skills in the training program, and (3) a short length of time with a host family. Further research areas are noted. (JS)

**ED 066 634** AC 012 780  
Norfleet, Morris L.  
Advisory Council Report: Project Newgate, Federal Youth Center, Ashland, Kentucky. Morehead State Univ., Ky. Research and Development Center.  
Pub Date 29 Jul 69  
Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—\*Advisory Committees, College Instruction, \*Correctional Education, \*Delinquent Rehabilitation, Educational Development, Individual Development, \*Program Descriptions, Program Evaluation, Student Interests, Teacher Attitudes  
Identifiers—Federal Youth Center, Kentucky, \*Project Newgate

This progress report attempts to provide as much information as is possible for the benefit of Project Newgate's Advisory Council. In order to give an overview of the Project's achievements, problems, and significance, reports are included from different segments of the program including teachers, tutor counselors, Newgate students, the director, and the Morehead State University counselor. Progress reports are included for the following: (1) college group—psychology, sociology, and participant; (2) general educational development; (3) tutor counselors; (4) interest groups—art, geology, and biology; and (5) personal development institute. The Advisory Council is charged with obtaining knowledge from penology experts in order to provide guidance and direction to future activities planned within the framework of the Project and to establish a communication link between the Project's activities and other programs that have the possibility of being developed in other institutions throughout Kentucky and the nation. (Author/JS)

**ED 066 635** AC 012 781  
Statistical Study of Project Newgate Students, Ashland, Kentucky. Morehead State Univ., Ky.  
Pub Date Jan 71  
Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—\*Academic Education, Class Size, College Preparation, College Students, Community Colleges, \*Correctional Education, \*Curriculum Design, Delinquent Rehabilitation, Employment Experience, Enrollment Trends, Males, Participant Characteristics, Research Reviews (Publications), Statistical Analysis, Tables (Data), \*Vocational Education, \*Youth Programs

Identifiers—Federal Youth Center, Kentucky, \*Project Newgate

An attempt was made to determine the number of Project Newgate students enrolled in each of the courses taught at the Federal Youth Center (FYC), Ashland, Kentucky, the program of studies the various students were enrolled in, the number of students on parole, and their status at the time of the study. Data on each class and student, past and present, were compiled. The results indicated that a total of 27 students were enrolled in two American history classes, 23 in two sociology classes, 15 in a geography class, 25 in two English composition classes, 22 in a general mathematics class, and 10 in an introduction to biological science class. Current program enrollments totaled 10 students in college prep, 27 in college, and 3 in study release. A total of 67 students were on parole. Results further indicated that 30 students have participated in the FYC-Ashland Community College study release program, 30 are attending colleges or universities throughout the eastern part of the country, 9 are in vocational training programs, and 4 former students have completed vocational training programs and are currently employed in related trades. Thirteen of 67 placements have failed to continue their school program, 21 have found

satisfactory employment, and only 3 have failed to make satisfactory adjustments to society. (JS)

**ED 066 636** AC 012 783  
Statistical Study of the Initial Group Chosen for Project Newgate at the Federal Youth Center, Ashland, Kentucky. Morehead State Univ., Ky.  
Pub Date Sep 69  
Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—\*Age, Caucasians, Corrective Institutions, \*Delinquents, \*Geographic Distribution, Males, \*Mental Development, Negroes, \*Racial Composition, Research Reviews (Publications), Statistical Studies, Student Characteristics, Test Results, Young Adults  
Identifiers—Dyer Act, Federal Youth Center, Kentucky, \*Project Newgate, Scholastic Aptitude Test

This statistical study attempted to determine the average age, mental rating, geographic distribution, present and prior commitments, and races of the initial group of 39 Newgate students at the Federal Youth Center, Ashland, Kentucky. The results indicated that (1) the average age was 18 plus; (2) the highest grade completed upon entering the Newgate program was 9.24; (3) 10.25% of the students had a beta score of 94; (4) the average Scholastic Aptitude Test score was 8.73; (5) 64.10% of the students had violated the Dyer Act; (6) over one-half of the students had had no prior commitments; (7) 7 of the students were from Ohio; and (8) 32 of the students were Caucasian. (JS)

**ED 066 637** AC 012 784  
Sankovsky, Ray  
State-of-the-Art in Vocational Rehabilitation: Report of a National Survey. Pittsburgh Univ., Pa. Research and Training Center in Vocational Rehabilitation.  
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.  
Report No—RT-14  
Pub Date Jul 69  
Note—100p.

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—Data Analysis, \*Evaluation Methods, \*Evaluation Techniques, Questionnaires, \*Rehabilitation, \*State of the Art Reviews, \*Surveys, Vocational Rehabilitation

A study designed to obtain information regarding vocational evaluation programs, their staff, and the vocational evaluation services they provide is presented. A survey questionnaire was constructed and distributed on a national level to facilities identified as having at least one full-time vocational evaluator. Data was analyzed with respect to total population, and separately with respect to each of sub-populations on selected criterion variables of (1) primary emphasis of the facility, (2) type of facility, (3) geographic location, (4) type of handicapping conditions served, and (5) relationship of size of total staff to vocational evaluation staff. Overall findings indicate there are some common threads in patterns of vocational evaluation services provided by various types of facilities and programs identified. It is significant that there are differences in vocational evaluation services as a function of the emphasis, location and staffing patterns of these facilities. Data from this study are stored on IBM cards. (Author/NF)

**ED 066 638** AC 012 785  
Popular Participation in Development: Emerging Trends in Community Development. United Nations, New York, N.Y. Dept. of Economic and Social Affairs.  
Pub Date 71  
Note—277p.

Available from—United Nations Sales Office, New York, N.Y. (Sales No. E.71.IV.2, ST/SOA/106; \$4.00 U.S.)

**EDRS Price MF-\$0.65 HC-\$9.87**  
Descriptors—Agriculture, Citizen Participation, \*Community Development, \*Developed Nations, \*Developing Nations, National Programs, Policy Formation, Research Reviews (Publications), \*Rural Development, Social Change, \*Trend Analysis, Urban Areas

Identifiers—Africa, Asia, Europe, Middle East, North America, South America, \*United Nations

A first attempt is made to place in perspective the accumulated experience of nearly 20 years of

community development activity in both developed and developing countries. The purpose of this study is to stimulate further inquiry into community development practice, process, and theory in order for it to become a more effective instrument in the development process. Chapters are devoted to the following topics: (1) policy issues in community development, (2) community development in North America, (3) community development trends in South America, (4) aspects of community development in the Caribbean, (5) community development in Western Europe, (6) institutions participating in rural community development in Poland and the agricultural circle role, (7) community development in Romania, (8) issues and trends related to rural and community development in selected Middle Eastern countries, (9) rural "animation" and popular participation in French-speaking black Africa, and (10) community development experiences in Asia. (JS)

**ED 066 639** AC 012 786  
Non-Formal Education: A Selected List of References for A.I.D. Technicians. Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.  
Report No—Prelim Edition-2  
Pub Date 27 Apr 71

Note—166p.; AID Bibliography Series: Education and Human Resources No. 2

**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—Adult Education, Agricultural Education, Annotated Bibliographies, Bibliographic Citations, \*Developing Nations, Economic Development, \*Educational Programs, \*Extension Education, Family Planning, Population Education, Program Costs, Skill Development, Social Development, Social Problems, \*Technical Assistance

Identifiers—United Nations  
This annotated bibliography represents a compilation of nonformal education programs. Included are Agency for International Development (AID) reports and documents and other materials covering the work of international agencies and various other organizations and individuals. The materials are classified under four main headings. They are: (1) Definition and Scope, (2) Function, (3) Delivery Systems, and (4) Target Areas. The purpose of the bibliography is to assist the AID technician in the task of developing peoples capacities by pinpointing and concentrating on their most urgent social and economic problems. It is felt that this can be accomplished outside the realm of formal education by utilizing nonformal education. Nonformal education encompasses learning and development of skills (1) in the home, (2) in youth or adult activities; (3) in military training; (4) in social and political organizations; (5) on the job in private industry; and (6) in special government, foreign aid, or United Nations training projects. Nonformal education is thought to be increasingly important in developing nations where school costs are prohibitive, and there is an urgent need for adult education to teach family planning, better farming techniques, and training in new skills. (Author/JS)

**ED 066 640** AC 012 787  
Campbell, Charles And Others  
A Study of Extension Program Planning as Perceived by Off-Campus Faculty, Lay Leaders and the General Public in the Show-Me Area. Missouri Univ., St. Louis. Extension Div.  
Pub Date May 71  
Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—Administrative Policy, Data Collection, \*Extension Agents, \*Extension Education, Home Economics, \*Instructional Staff, Non-professional Personnel, Program Development, \*Program Planning, Research Reviews (Publications), \*Staff Improvement

In 1971, the Show-Me Extension Program Planning Unit of the University of Missouri Extension Division was selected for study as an area of program planning. The study was designed to gather information about extension personnel, extension leaders, and the general public in order to help strengthen programs in the area and in the state. Data were collected, by interview, in response to five research questions. The results indicated that (1) the Show-Me faculty primarily used clientele in planning specific events; (2) extension Councils did not play a major role in pro-

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gram development; (3) coordination and linkage within program areas was good, but that between program areas could be strengthened by more administrative attention; (4) almost 60% of the population was aware of extension programs such as Home Economics, Agriculture, and 4-H Programs, but only 28% were program participants; (5) all three respondent groups identified community-public problems as the most prevalent; (6) there were no area-wide program development committees; the faculty used individual client consultation; and (7) the change to staff specialization on a multicounty basis has made program development more difficult for extension faculty; lay leaders felt that this specialization provided broader program offerings and a better trained staff, although they were concerned about the loss of personal contact. (Author/JS)

**ED 066 641** AC 012 789

Taylor, Bill Nugent, Gene  
SPD Hockley County: Results of 1971 Agricultural Demonstrations.

Texas State Dept. of Agriculture, Austin. Agricultural Extension Service.

Spons Agency—Hockley County Program Building Committee, Tex.

Report No.—D-801

Pub Date 71

Note—32p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Agricultural Production, Cost Effectiveness, \*Demonstration Projects, \*Extension Education, \*Farmers, Fertilizers, Field Crops, Pesticides, \*Production Techniques, Rural Areas

Identifiers—\*Texas

This report presents the statistical results of agricultural demonstrations for two crops—cotton and sorghum—in Hockley County, Texas. Demonstration results are geared to increase the knowledge and understanding of possible solutions to the many problems that are impediments in reaching long-range goals established by the County's Program Building Committee. The current objectives are to reduce production cost per pound of lint and grain and improve product quality for increased profits. It is felt that production cost can be reduced by the following four principles: (1) reduce expenditures while maintaining yields, (2) take small yield reductions for greater decrease in expenses, (3) increase yields from the same expenditures, and (4) increase expenditures for a proportionately large return in yields. It is noted that in interpreting demonstration results, it is necessary to look for principles of fitting production practices together rather than adhering to the use of any one practice. Cotton demonstration results indicated the harvesting of only about one-half of a crop due to the weather, the harvest rush, and yields too low to gin plots separately. (Author/JS)

**ED 066 642** AC 012 790

Williams, C. A.

Extension in the National Setting in the 70's.

Pub Date 16 Nov 71

Note—13p.; Speech presented at Annual Conference, North Dakota Cooperative Extension Service, November 16, 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Development, Disadvantaged Groups, Educational Improvement, \*Extension Education, Minority Groups, \*Personnel Needs, Program Development, \*Program Improvement, Program Planning, Rural Areas, \*Social Factors, Speeches, \*Staff Improvement, Youth

Identifiers—\*Cooperative Extension Service

Six challenges which are felt to be facing the Extension Service, both for the 1970s and the remainder of this century, are presented. They are: (1) assessment of priorities, (2) effective program development, (3) program balance, (4) staff development, (5) maintaining effective relationships, and (6) faith and commitment. It is felt that those issues having the greatest bearing on the fate of the country and upon the Extension Service center around the crises of the time and the real dangers are found in the social environment; that is (1) in the sickness of our cities; (2) the alienation of youth, minorities, poor, and disadvantaged; (3) the inequitable distribution of society's power, privilege, rewards, and benefits; (4) educational system failures; and (5) rural area crises. It is concluded that the Extension Service cannot stand aloof, morally neutral, and

socially passive and ignore these issues; the Service must take part in seeking new knowledge, strategies, and methods in dealing with the problems of people. (JS)

**ED 066 643** AC 012 791

Hutchison, J. E.

A Coordinated Training Program for New Agents.

Texas A & M Univ., College Station. Texas Agricultural Extension Service.

Note—75p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Extension Agents, Instructional Materials, \*Job Training, Manuals, \*Performance Criteria, \*Professional Training, Program Evaluation, Program Planning, Skill Development, Team Training, Trainers, \*Training, \*Training Techniques

Identifiers—Four H Clubs, \*Texas

This training program handbook provides a basis for planning a sequence of learning situations during the Extension Service agents' first year of employment. Through this experience, it is hoped that new agents will acquire the knowledge, competencies, and skills thought to be necessary to successfully orient them to the Texas Agricultural Extension Service and to effectively implement an educational program on a county basis. In addition, the handbook has been designed to assist those persons who have training responsibilities for new agents. It provides a means by which decisions can be made relative to the planning, implementation, and evaluation of a training program. This training program is designed to provide each new agent with an understanding of (1) the purpose, objectives, and philosophy of Extension work; (2) job responsibilities and performance standards; (3) organizational procedures; (4) relationships with other agencies and organizations; (5) programming methods and techniques; and (6) 4-H Club work in the state. Along with a section containing a checklist for training new agents, there are sections defining the responsibilities for the following: (1) district agents; (2) trainer agents; (3) training teams, Phases I and II; and (4) the trainee. (JS)

**ED 066 644** AC 012 792

Linder, William W.

Utilization of Nonprofessionals as Systemic Linkage in a Directed Social Change Program.

Mississippi State Univ., State College. Cooperative Extension Service.

Spons Agency—Federal Extension Service (DOA), Washington, D.C.

Pub Date Jan 69

Note—78p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Action Programs (Community), Adult Educators, Attitudes, Behavior Change, Change Agents, \*Disadvantaged Groups, Economic Disadvantage, \*Extension Agents, Home Economics Teachers, Living Standards, \*Nonprofessional Personnel, Program Effectiveness, Research Reviews (Publications), \*Rural Areas, \*Social Change, Socioeconomic Background

Identifiers—\*Mississippi

A Cooperative Extension Service action program in seven Mississippi counties, utilizing a nonprofessional approach to reach disadvantaged families with educational programs, is reviewed. Subprofessionals were utilized as systemic links between professional adult educators (home economists) and disadvantaged clientele. The report is divided into four phases. They are: (1) a socioeconomic description of home economists, Extension aides, and selected families being assisted in the pilot counties; (2) level of living index for the three groups; (3) an attitude study of home economists and Extension aides toward the poor; and (4) measurement of any changes in the practices of participating families as a result of the Extension aide efforts. The results indicated that behavioral changes did occur, and it is felt that these changes plus the establishment of working relationships are indicative of the effectiveness of systemic links as a means of creating change. It is suggested that these pilot study results indicate that action agencies should consider the use of aides as a means of expanding and strengthening program efforts for the disadvantaged. This type of program is thought to have meaning for rural sociologists by providing an opportunity to apply principles of the experimental design in a laboratory setting. (Author/JS)

**ED 066 645** 08 AC 012 793

Kirby, Edwin L.

The National Climate for Involving Youth in Community Development.

Department of Agriculture, Washington, D. C. Extension Service.

Pub Date 72

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Community Development, \*Community Organizations, Community Programs, \*Extension Education, Rural Development, \*Rural Extension, \*Youth Programs

This paper, presented at the Seminar on Involvement of Youth in Community, National 4-H Center, Chevy Chase, Maryland on January 17, 1972, points out the continued interest and national activity concerning rural development. The responsibility of the Extension Service to carry out educational community development programs with adults and youth is emphasized. Greater involvement of youth in community affairs and, in particular, in 4-H clubs is urged. The need for young people's ideas at the national level as well as in the states is expressed. (NF)

**ED 066 646** AC 012 794

Self Study Report: Department of Agricultural Information, North Carolina State University.

North Carolina State Univ., Raleigh. Dept. of Agricultural Information.

Pub Date Oct 71

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Agriculture, College Curriculum, \*Communication Skills, Community Development, \*Curriculum Development, \*Extension Education, Facility Expansion, Family Life, \*Information Dissemination, Research Reviews (Publications), Universities, Youth Programs

Identifiers—Four H Clubs, \*North Carolina State University

The purpose of North Carolina State University's Department of Agricultural Information is to reach people with information that will help them in their everyday lives. Major areas of concern are production and marketing, family living, 4-H and youth, community resource development, and natural resources. This report discusses the Department's mission, role, and space and equipment needs. Under resident instruction the following topics are discussed: technical writing option, speech-communication curriculum, seminar, sociology and anthropology, two new scholarships, agricultural communications minor, service to the teaching faculty, and personnel needs. Research covers four areas: basic, applied, and graduate research, and personnel needs. Under Extension, the following are discussed: public mass media, publications and newsletters, communication hardware, reaching new audiences, internal communication, and training and personnel needs. (JS)

**ED 066 647** 08 AC 012 795

McHargue, Robert

Director's Evaluation Report.

Los Angeles Community Colleges, Calif.

Pub Date Jan 71

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education, Colleges, Counseling Services, \*Educational Opportunities, \*Higher Education, Testing, \*Veterans, \*Veterans Education

This is a report of a project begun in May, 1970 and completed in January, 1971 to enable veterans released from military service to seek a college career, to train staff members to work with veteran students on the campuses, to investigate establishment of a Testing and Advisement Center for veteran students of the Los Angeles Community Colleges, to acquaint college staff members and veterans' service representatives with each other, and to provide a basis for coordination of administration of veteran student affairs on the eight campuses of the Los Angeles Community College District. The project temporarily satisfied a need for coordination of the administration of veteran student's educational benefits. A counselor's Handbook for Veterans' Advisement was presented at staff training program. A roster of participants is included, as well

as a sample participant evaluation form and selected statements on strengths and weaknesses of training program made by participants. (Author/NR)

**ED 066 648** 08 AC 012 796

Goodman, Thomas L. And Others  
TV Classroom In Color: Report of 1970 - 1971 School Year.

San Diego Community Coll., Calif.

Pub Date 71

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Education Programs, \*Adult Programs, \*Annual Reports, Educational Television, \*Televised Instruction, \*Television Curriculum

This is a report of activities on an adult education television program, conducted by San Diego Community Colleges, in cooperation with TV Channel KFMB in San Diego, California, during the school year, October, 1970 through June, 1971. The report begins with a history of the program, begun in 1951, and which has presented 174 courses since then. These include Spelling and Vocabulary, Russian, Black History, Practical Legal Problems, Oceanography, History of California, 20th Century Poetry. This 1970-1971 report outlines the Future of TV Classroom, Publicity, Course Requirements for Credit Students, Registrations, Expenses of TV Classroom, and describes courses in each of the four series given in the year. Several favorable comments from viewers are presented. (NF)

**ED 066 649** 08 AC 012 797

Appelson, Marilyn Semple, Barry F.

English and Citizenship Programs For The

Foreign Born: A Handbook For Teachers.

New Jersey State Dept. of Education, Trenton.

Office of Adult and Continuing Education.

Pub Date Sep 71

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education, Curriculum Planning, \*Educational Methods, \*Educational Planning, \*Educational Resources, \*English (Second Language), English Instruction, \*Instructional Materials, Teaching Guides

This handbook is designed to serve as a practical tool for instructors teaching citizenship and English language skills to foreign or native non-English-speaking adult learners. It is organized to provide the teacher with an awareness of the subject content to be presented and instructional approaches which may prove most successful. Chapter headings are: The Student, The Teacher, Curriculum Planning, Identifying Pronunciation Problems, Instructional Procedures, Naturalization Procedure. Three Appendixes list: Free and Inexpensive Materials, Materials Centers, Resource Agencies to Assist Teachers With Free and Inexpensive Materials. A Bibliography is given. (NF)

**ED 066 650** 08 AC 012 798

Kulich, Jindra, Comp.

World Survey of Research in Comparative Adult Education: A Directory of Institutions and Personnel, 1972.

British Columbia Univ., Vancouver. Center for Continuing Education; Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date 72

Note—43p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education, \*Comparative Analysis, \*Comparative Education, Directories, Questionnaires, \*School Surveys, Surveys

This survey was conducted in response to increased interest and activity in comparative study of adult education during last ten years. By means of mailed questionnaire, survey was carried out in two stages in March and April of 1972. In the first stage, 154 institutions and 44 individuals were contacted. In second stage, questionnaires were mailed to nine additional institutions and 33 individuals. Response to survey included 45 institutions and 75 individuals. In analysing responses and compiling directory, only those institutions/organizations reporting activities and/or research in comparative adult education or those reporting a library or documentation center were included. Only respondents to survey were included. Those who failed to respond, or could not be reached were not included. Survey

clearly documented that, on world-wide scale, comparative study of adult education still is in very rudimentary stage of development and that most activities and study are carried out at descriptive level. It also showed that comparative studies increased in the late 1960's, and are being undertaken by individuals and institutions in many places. (Author/NF)

**ED 066 651** AC 012 819

Johnson, Charles Ray

A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.

Tuskegee Inst., Ala.

Pub Date 72

Note—94p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Basic Education, Adult Dropouts, \*Adult Education Programs, Adult Educators, Adult Learning, Adult Literacy, Arithmetic, Bibliographies, Career Planning, Consumer Education, \*Course Descriptions, \*Curriculum Guides, \*Instructional Program Divisions, Learning Experience, Oral Communication, Social Sciences, Writing Skills Identifiers—Demonstration Center, \*Mid Alabama Adult and Vocational Education

This guide presents an adult basic education curriculum designed to raise the competencies of adults in several basic areas. They are: oral and written communications, arithmetic, social sciences, occupational planning (including development of occupational concepts and attitudes), and development of self. The three levels under which basic area skills and activities are presented are: Level I (Grades 0-3), Level II (Grades 4-6), and Level III (Grades 7-9). The guide covers the following areas: (1) objectives and philosophy of adult basic education; (2) understanding the uneducated adult as a learner; (3) uneducated adults, Level I; (4) "underinformed" adults, Level II; (5) "underachieving" adults; (6) qualities characteristic of a good adult basic education teacher; (7) methods of teaching adults; (8) teacher-student conferences; (9) first crucial class meeting; (10) checklist of dropout signs; (11) reading levels I, II, and III; (12) language arts skills I, II, and III; (13) mathematics levels I, II, and III; (14) social living; (15) science and life; (16) employment; (17) everyday living needs; (18) consumer tips; and (18) bibliography. (JS)

**ED 066 652** AC 012 821

Osinski, Franklin W. W. And Others

Toward Gog and Magog Or?: A Critical Review of the Literature of Adult Group Discussion.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education; Syracuse Univ., N.Y. Publications Program in Continuing Education.

Spons Agency—Educational Resources Information Center, DIR.; Syracuse Univ., N.Y.

Report No.—Occas-Pap-30

Pub Date Aug 72

Note—92p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Development, \*Adult Education, Community Education, \*Group Discussion, \*Human Development, Human Relations, \*Literature Reviews, Mass Media, Parent Education, Public Affairs Education, Religious Education, Self Actualization, Self Concept, Sensitivity Training

This report presents a review of research on group discussion as used in adult education within the context of the nature of man and in relation to his ultimate end of self-realization. The review considers (1) those factors involved in group discussion; (2) its broad purposes, for example, mutual education, affecting self-concept, and attitudes and interpersonal change; and (3) approaches to it, for example, the leadership role, nonmanipulative approaches, and human relations and sensitivity training. Discussion is also examined in the service of institutions—parent education, religious education, education for aging, and public affairs discussion. Discussion and the mass media are reviewed, that is, international uses, community education, and a recent scientific approach. Such pitfalls to be avoided as mechanistic values, educational chauvinism, intellectual elitism, and the tyranny of numbers are analyzed. The final chapter deals with the "Precipice of Infinity" in which the following topics are discussed: affective and intellectual self-actualization, and ideal discussion

groups, and whether life itself is at stake. (Author)

**ED 066 653** 24 AC 012 822

Melnotte, Judith M. And Others

A Study of the Operational Feasibility of the Apprenticeship Work-Study Program for Multi-Site Trout and Evaluation: Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—AIR-27700-3-72-FR

Bureau No.—BR-1-0698

Pub Date Mar 72

Grant—OEG-0-71-4711

Note—85p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement, Adults, \*Apprenticeships, Educational Development, Educational Programs, \*Evaluation, \*Feasibility Studies, Inservice Education, Performance, \*Pilot Projects, Program Descriptions, Research and Development Centers, Teaching Models, \*Work Study Programs

This study reports the results of an evaluation of the operational feasibility of a new model for training personnel for educational research and development. Also, recommendations are made for future testing of the concept on a larger scale. The evaluation attempts to identify practical aspects of the pilot program which could be modified, maintained, or improved. A total of 14 key questions were investigated in such areas as achievement by apprentices, apprentice reaction to the program experience, the host institution's reactions, the degree to which the training program and experience could be exported, and suggestions for other types of models. Although a number of model modifications were recommended, it is concluded that the pilot training program was successful and effective. In addition, it is felt that variations of the model developed can be of use in independent training programs as an adjunct to regular academic programs or for inservice training. The inservice model is recommended as the most immediately viable for educational research and development training efforts. (Author)

**ED 066 654** 24 AC 012 823

Millstein, Eugene J. And Others

Development of an Apprenticeship Work-Study Program Model for the Cross-Training of Physical Scientists for Work in Educational Research and Development. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0694

Pub Date Feb 72

Grant—OEG-0-71-4712

Note—111p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adult Programs, \*Apprenticeships, \*Evaluation, Group Activities, Independent Study, Individualized Instruction, Inservice Education, Learning Activities, Learning Experience, Models, Pilot Projects, Program Descriptions, Research, \*Scientists, \*Vocational Retraining, \*Work Study Programs

This document reports on the development of an apprenticeship work-study model—a new model for training personnel for educational research and development. The model provides short-term training in applied research and development (R & D) for persons holding B.A. and M.A. degrees by featuring individualized learning and "real-time" experience on actual R & D projects. The training model was pilot tested with six unemployed physical scientists. During the three-month program, trainees spent approximately half of their time studying education topics and problems, and the other half working as apprentices on R & D projects. An individual set of objectives was determined for each trainee. Learning activities, including group events, guided independent study, and apprenticeship tasks, were then individually prescribed on the basis of the trainee's objectives. The results indicate that the training model is effective, efficient, and appealing to both employees and



trainees. It is concluded that the model can be of use in independent training programs, as an adjunct to regular academic programs, or for inservice training. It is also an example of how unemployed professionals may be cross-trained for a new field. (Author)

**ED 066 655** 24 AC 012 824  
Millstein, Eugene J. And Others

**Procedures for Conducting an Apprenticeship Work-Study Program.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Bureau No—BR-1-0694

Pub Date 72

Grant—OEG-0-71-7412

Note—92p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Adults, \*Apprenticeships, Curriculum Guides, Educational Programs, Higher Education, Inservice Education, Job Applicants, Job Placement, Manuals, Personnel Selection, \*Program Descriptions, Program Design, Program Planning, Recruitment, Scientists, \*Teaching Procedures, \*Vocational Retraining, \*Work Study Programs

This manual describes procedures for conducting a program to train personnel for educational research and development (R & D). It is intended as a guide for any institution planning to administer such a training program. The program may be utilized in several ways. They are: (1) for training various types of personnel for educational R & D; (2) as an independent training program; (3) for inservice training; (4) as an adjunct to regular academic training; and (5) in helping to meet the economic conversion problem, that is, preparing unemployed professionals for new fields. The manual is divided into four areas. They are: (1) a program overview which includes program objectives, rationale, and description; (2) the instructional model including the curriculum outline, instructional system, and apprenticeship; (3) recruitment and general program management considerations, that is, publicity and application and selection procedures; and (4) job placement activities focusing on job hunting strategies and relevant federal programs. The manual is based on a 1971 pilot program experience that cross-trained physical scientists for work in educational R & D. (Author)

**ED 066 656** AC 012 825

Schwartz, Courtney

**An Analysis of the Denotations of "Program" as Employed in Ordinary Language and Adult Education Discourse, with a Typology of Program Based on the Denotations.**

Pub Date 72

Note—18p.; Paper presented at the Adult Education Research Conference, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Adult Education, Adult Educators, \*Componential Analysis, Context Clues, Language Patterns, \*Semantics, Speeches, \*Typology

This study attempted to clarify the concept "program" by systematically examining the use of the term "program." The term was examined as it is used in ordinary language and in adult education literature. After analysis of the term within these two contexts, a typology was developed from the uses identified. The typology was then utilized as an aid in determining those variables affecting the validity of propositions containing the term "program" or concepts referred to in the use of the term. The results indicated that there were five senses of "program," that is, system, plan, document, performance, and planning. The implications that these results have for the adult educator are noted. They are: (1) the term "program" should be explicitly defined if it is to be used as a symbol to communicate a concept within a useful principle; (2) the use of the term "program" should not be abandoned; (3) Hopper's idea of defining and accompanying characteristics can be used as a basis for clarifying other adult education central terms and concepts; and (4) if there is a cause-effect relationship between various senses of "program" then further study is needed of the various things that can go wrong and which mitigate the cause-effect relationship. (Author/JS)

**ED 066 657** AC 012 827

Turim, Jay And Others

**Evaluation of the PSC Program. Volume I: Findings and Conclusions. Final Report.**

RMC, Inc., Bethesda, Md.

Report No—PB-209-680; RMC-UR-173-Vol-1

Pub Date Mar 72

Note—156p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-209 680; MF \$ .95, HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—Adults, \*Disadvantaged Groups, Employment, Employment Programs, \*Government Employees, Interviews, Job Placement, \*Manpower Development, Manpower Utilization, \*Program Evaluation, Research, Specialization, Technical Reports, \*Vocational Development

**Identifiers**—PSC, \*Public Service Careers Program

The study was designed to provide a comprehensive assessment of Plans A and B of the Public Service Careers (PSC) Program, including effectiveness, strengths and weaknesses, rate of progress in accomplishing goals, and problem areas. Information necessary to make this assessment was gathered from a number of the earliest projects at two points in time over a period of approximately a year. Interviews were conducted with PSC project staff members and enrollees, and spokesmen for other local manpower programs and community groups. Volume 1 (of three) details the analytic results of the study including findings and conclusions based on data which are presented in fuller form in the other volumes. (For related documents see AC 012 828 and AC 012 829.) (Author)

**ED 066 658** AC 012 828

Turim, Jay And Others

**Evaluation of the PSC Program. Volume II: Second Round Site Visit Results. Final Report.**

RMC, Inc., Bethesda, Md.

Report No—PB-209-681; RMC-UR-173-Vol-2

Pub Date Mar 72

Note—108p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-209 681; MF \$ .95, HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—Adults, Disadvantaged Groups, Employment, \*Employment Programs, \*Government Employees, Interviews, Job Placement, Manpower Development, \*Manpower Utilization, \*Program Evaluation, Research, Specialization, Technical Assistance, Technical Reports, \*Unskilled Workers, Vocational Development

**Identifiers**—PSC, \*Public Service Careers Program

The study was designed to provide a comprehensive assessment of the Public Service Careers (PSC) Program, based on data collected from a number of the earliest projects at two points in time over a period of approximately a year. Volume 2 (of three) presents the data from the second, or follow-up, round of interviews with PSC project staff members, officials in the agencies sponsoring PSC projects and in those hiring the enrollees, and spokesmen for other local manpower programs and community groups. The volume is descriptive rather than analytic. (For related document see AC 012 827 and AC 012 829.) (Author)

**ED 066 659** AC 012 829

Turim, Jay And Others

**Evaluation of the PSC Program. Volume III: Second Round Interview Results. Final Report.**

RMC, Inc., Bethesda, Md.

Report No—PB-209-682; RMC-UR-173-Vol-3

Pub Date Mar 72

Note—177p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-209 682; MF \$ .95, HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—Adults, Disadvantaged Groups, Employment, Employment Programs, \*Government Employees, Interviews, Manpower Development, \*Manpower Utilization, \*Program Evaluation, Research, \*Statistical Data, Technical Reports, \*Unskilled Workers, Vocational Development

**Identifiers**—PSC, \*Public Service Careers Program

The study was designed to provide a comprehensive assessment of Plans A and B of the Public Service Careers (PSC) Program, based on data collected from a number of the earliest projects at two points in time over a period of ap-

proximately a year. Volume 3 (of three) presents the data from the second, or follow-up, round of interviews with enrollees and their supervisors. This volume is descriptive rather than analytic. (For related documents see AC 012 827 and AC 012 828.) (Author)

**ED 066 660** AC 012 830

Lifer, Charles W. And Others

**An Evaluation of Self-Learning Centers in Adult Education: A Research Report of a Ph.D. Dissertation.**

Ohio State Univ., Columbus. Coll. of Agriculture and Home Economics; Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Jan 70

Note—24p.; Research Series in Agricultural Education

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Adult Education, Agricultural Education, Autoinstructional Aids, \*Autoinstructional Programs, Doctoral Theses, Information Centers, \*Information Dissemination, Information Services, \*Instructional Films, Instructional Media, Media Selection, \*Pilot Projects, Program Evaluation, Self Help Programs

This report presents a study undertaken to evaluate the effectiveness of contacting previously unreached urban audiences through the use of films at automatic self-learning centers. To accomplish this, the study attempted to determine: (1) the extent to which people in an urban business (a large insurance company) would look at agricultural films during their lunch hour; (2) their reaction to this approach; and (3) the extent to which they would learn from this informal self-learning setting. Subjects were randomly chosen for both pre- and post-test phases of the study. From the results, the following recommendations are proposed: (1) More attention and emphasis should be given to publicizing the film to be shown in terms of its content, sponsor, and length; (2) The study should be replicated in other urban settings using the same subject population for both pre- and post-testing to determine changes in knowledge levels; (3) Films should be made available three to five days in succession and shown in more than one area; (4) Additional super film cassettes should be developed; (5) A guide should be developed for viewers to follow as the film is being shown; (6) Additional sources of information on the film's subject should be posted; (7) The potential viewing group's characteristics should be determined to select films; and (8) other new media types should be considered. (JS)

**ED 066 661** AC 012 831

Rickett, Roark

**A Program Plan for Youth of the Northeast Missouri Extension Area.**

Pub Date Jun 70

Note—44p.; A report presented to the Department of Extension Education, University of Missouri, Columbia, in fulfillment of requirements for a special problem, Extension Education 400

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Age Groups, \*Extension Education, Family Income, Leadership Qualities, Leadership Responsibility, \*Literature Reviews, \*Program Development, \*Program Planning, Questionnaires, Surveys, \*Youth Programs

**Identifiers**—\*Extension Service

This study attempted to provide information to assist in developing a program plan for youth work in a five-county area served by the Missouri Extension Program. An attempt was made to (1) determine the extent and diversity of the problems confronting the youth in the area studied, (2) analyze the problems and select those that could be programmed for within the scope of Extension youth work; (3) appraise those resources of the University of Missouri which might be mobilized to meet these needs; and (4) select responsible leadership capable of lending direction to a well-rounded program of youth assistance. To accomplish these aims, a survey and analysis of the literature on the characteristics of the area and of the youth was conducted as well as an in-depth look at program development literature, and a questionnaire survey of youth leaders to ascertain their attitudes and ideas of the needs of youth in Missouri's northeast area was undertaken. From the results, it is concluded that the questionnaire was of particular help although some of the findings might

have been previously assumed. It is felt that the results did provide new information and reemphasize certain points. The study seems to have provided the beginning of some cohesiveness of youth leaders in the area. (Author/JS)

**ED 066 662** AC 012 832  
RFD: "Rural Family Development". Second Year Report, June 1971.

Wisconsin Univ., Madison, Univ. Extension.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71  
Grant—OEG-0-72-0196  
Note—823p.

**EDRS Price MF-\$0.65 HC-\$29.61**

Descriptors—Adults, Annotated Bibliographies, \*Developmental Programs, \*Family Programs, Home Study, \*Information Dissemination, Instructional Materials, Mass Media, Multimedia Instruction, \*Program Evaluation, Programing (Broadcast), Research Projects, Resource Centers, \*Rural Development, Skill Development, Televised Instruction

Identifiers—\*Rural Family Development Project, Wisconsin

This report covers the materials used in and resulting from the second year of a three-year Rural Family Development (RFD) project in Wisconsin. The materials are presented in several parts. The areas covered are (1) the use of television, (2) methods, (3) field services, (4) project evaluation, (5) the RFD in the context of a mediated delivery system, (6) a compilation of favorite recipes resulting from a contest, (7) a home-study content center materials outline, and (8) an annotated bibliography of the instructional materials contained in the RFD Resource Center. The results to date indicate that the RFD project is succeeding in achieving its goals in that about one-quarter of the total adult audience in the project area viewed one or more of the television programs, over 1,700 adults requested follow-up materials, "Action Line" handled 1,641 inquiries, 11,000 bulletins were distributed, and only 3 of 50 of the "home visit" group dropped out. It is concluded that the multimedia delivery system demonstrated by RFD seems sound on the surface. (JS)

**ED 066 663** AC 012 833  
Lifer, Charles W.

**Abstract: Attitudes toward Competition in the 4-H Program in Carroll County, Ohio: A Thesis by A. Wayne Hothem.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 68  
Note—10p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Abstracts, \*Attitudes, Counselor Attitudes, Grading, Leadership, Parent Attitudes, Program Attitudes, Questionnaires, Responsibility, \*Skill Development, Surveys, \*Youth Clubs, \*Youth Programs

Identifiers—\*Competitive Behavior, Four H Clubs

This study compared the attitudes toward competition in the 4-H Club program in Carroll County, Ohio, as seen by 4-H members, their parents, and 4-H advisors. A random sampling was used to compare the attitudes among the three respondent groups (211 of 278 4-H Club members responded to the questionnaire, 181 of 587 parents, and 32 of 35 advisors). From the results it was concluded that (1) girl 4-H members were more competitive than boys; (2) learning a skill or project and having fun were the main reasons for joining; (3) parents wanted their children to join to have the experience of working together, learn a project or skill, and gain self-confidence and responsibility; (4) members liked 4-H activities and project work the most; (5) parents liked project work and the development of leadership, self-confidence, and responsibility the most; (6) members preferred 4-H activities and more project work at local meetings; (7) parents preferred more project work at meetings and better trained advisors; (8) all groups indicated that age and abilities should be given more consideration in competitive activities; (9) all groups stated that more emphasis should be placed on the member doing the best job that he or she is capable of doing; (10) older members preferred compulsory grading of projects; and (11) older members preferred competition. (Author/JS) I30CG

**ED 066 664**

Hurley, John R. Force, Elizabeth J.  
**Differential T-Group Gains in Acceptance-Rejection of the Self Versus Others.**

Pub Date 71

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Sciences, \*Group Dynamics, Group Relations, Groups, \*Interaction Process Analysis, Intergroup Relations, \*Laboratory Training, Peer Acceptance, Research, Sensitivity Training, \*T Groups, Training Laboratories

This is the report of a "human relations" lab which was held on a rural estate where the staff and participants lived for eight days. Both six months after and five weeks before participation in this intensive T-group experience, the participants were described by themselves, one intimate, and one colleague on a variety of personality measures which reduced—as anticipated from theory—to independent measures of Self-Acceptance (SA) and Other-Acceptance (OA). Covariance analysis of perceived changes (postlab score minus prelab score) revealed significant gains on both dimensions as well as significant variations in Self-Acceptance gains by T-groups. Within-lab ratings of trainers by T-group members on effectiveness, Self-Disclosure, and Feedback-Seeking generally correlated positively and significantly with changes in both Self-Acceptance and Other-Acceptance by T-group units. Senior trainers who were Diplomats in clinical psychology were notably most effective. The need for a greater emphasis upon the acceptance of others was indicated by the much smaller overall gain in OA than in SA. (Author/BW)

**ED 066 665**

Jacobson, Thomas J.  
**Interpreting the Ohio Vocational Interest Survey Using Visuals.**

Pub Date Mar 72

Note—62p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Aids, \*Occupational Tests, \*Testing, \*Test Interpretation, \*Test Results, \*Vocational Counseling

Identifiers—Ohio Vocational Interest Survey

This is a presentation of a new method for interpreting the Ohio Vocational Interest Survey (OVIS) using visuals. The OVIS, administered in 43 high schools in San Diego County, California, was intended to complement the existing school guidance and counseling programs by providing the students with their measured and expressed occupational interests to assist them in career planning. Through the administration of these tests a program was devised consisting of a demonstration of the use of a prepared kit of materials available to assist counselors and teachers in interpreting the OVIS. The kit consists of masters for the production of overhead transparencies for a group presentation on the interpretation of the OVIS, a teacher-counselor's guide, and an index that relates OVIS scale scores to VIEW (Vital Information for Education and Work) occupations and Volume II of the Dictionary of Occupational Titles. Research indicating the effectiveness of group interpretation of OVIS results with prepared visuals are presented. The kit of materials is available by writing to OVIS Test Editor, Harcourt Brace Janovich, Inc., 757 Third Avenue, N.Y., N.Y. 10017. (WS)

**ED 066 666**

Cries, John O.  
**Problems in the Measurement of Vocational Maturity.**

Maryland Univ., College Park.

Pub Date 70

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Planning, Individual Development, \*Maturation, \*Maturity Tests, \*Measurement, \*Measurement Instruments, Occupational Aspiration, Occupational Choice, Tests, Vocational Adjustment, \*Vocational Development, Vocational Education, Vocational Interests

The problems involved in the measurement of vocational maturity are complicated by the hypothesized developmental nature of the behaviors to be quantified. One major problem mentioned is that of formulating a measurement

CG 007 114

model which incorporates the merits of established approaches to test construction yet circumvents their shortcomings. A brief review of approaches to such test construction is presented with some of the criticisms which have been made of them. A number of substantive and psychometric problems in the measurement of vocational maturity are identified. It is emphasized that their solutions are provisional and tentative, subject to further revision as the relevant data are gathered and analyzed. Problems which are not discussed include such imponderables as how to partition developmental score variance from stable and error variance, and how to control for the effects of environmental change and repeated measurements in longitudinal designs. (Author/BW)

**ED 066 667**

Feldman, Robert S. Allen, Vernon L.  
**Learning through Tutoring: Low-Achieving Children as Tutors.**

Wisconsin Univ., Madison.

Pub Date May 72

Note—9p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Low Achievers, Peer Groups, \*Tutorial Programs, \*Tutoring

Recent evidence suggests that the use of children acting as tutors for their peers may prove beneficial to the tutor as well as to the tutee. There is now abundant, unsubstantiated anecdotal evidence, and some controlled experimental work, which suggests that the tutor benefits greatly from his involvement in teaching. The enactment of the role of "teacher" by a child may explain the positive effects for the tutor. The role demands of teaching require a mastery of the materials to be taught. Thus it is likely that some kind of restructuring of material occurs when a person enacts the role of teacher. This role enactment may be particularly beneficial for low-achieving children. Tutoring may lead to increased motivation and learning for the tutor. This experiment examines the hypothesis that low-achieving children learn better when placed in the role of teacher than when studying alone. It is also expected that the tutee will benefit from tutoring; however, it is likely that the tutor will benefit as much as or more than the tutee. (Author/WS)

**ED 066 668**

Lerner, Richard M.  
**Some Implications of Body Build Stereotypes for the Development of Body Concept and Interpersonal Relations.**

Eastern Michigan Univ., Ypsilanti.

Pub Date Apr 72

Note—17p.; Paper presented at Symposium on "Body and Behavior in Children" at the 43rd Annual Meeting of Eastern Psychological Association, April, 1972, Boston, Massachusetts

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Science Research, \*Body Image, Growth Patterns, Human Body, \*Human Relations, \*Interpersonal Relationship, Kinesthetic Perception, Physical Characteristics, Physical Development, Relationship, \*Self Concept

In this paper the author tries to indicate, through a review of his research, that the scope of the study of body build stereotypes has been broadened to address the larger issues involved in assessing some of the implications of body build stereotypes for the development of body concept and interpersonal relations. Among the topics discussed are: (1) how might the inculcation of body build stereotypes provide a source of behavior/personality development, (2) are there differences in this area between males and females, (3) methodological issues, and (4) body build stereotype development and body concept. This is followed by a discussion of some implications of body build stereotypes for interpersonal relations. The author asks what is the relation between the attitudes that people hold toward others having fat, thin, or average body types and the behavior shown toward these physique groups. Several questions are presented and the author presents the findings of one research direction. (BW)

**ED 066 669**

Sprigle, Herbert A.  
**The Learning to Learn Program. Final Report.**

Pub Date May 72

Note—43p.

CG 007 293

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Compensatory Education, Compensatory Education Programs, Economic Disadvantage, Educational Programs, \*Elementary School Students, \*Learning, Low Income Groups, \*Negro Students, Remedial Instruction, \*Remedial Programs

The primary goal of this project was to determine and evaluate the effects of exposing groups of poverty children to a model educational program for differing lengths of time. The results indicated that the children who participated in the Learning to Learn Program made significantly greater developmental gains than the control children who participated in traditional educational programs. It is pointed out that the most encouraging results obtained were those from the standardized achievement tests (Primary Mental Abilities, Metropolitan Readiness Test, and Stanford Achievement Test) administered to both groups. On almost all subtests of the three achievement tests the experimental group outperformed their controls. It is suggested that this study should be replicated, although the tentative nature of the findings should not detract from their importance. In addition, it was concluded that the data raise hope of the possibility of weighing educational benefit against educational cost. (Author)

**ED 066 670**

CG 007 297

Ulrich, Celeste Nixon, John E.

Tones of Theory.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—30p.

Available from—American Assoc. for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Athletic Activities, Athletic Programs, \*Educational Theories, \*Health Education, Models, \*Physical Education, Professional Occupations, Recreation, \*School Health Services, \*Theories

This project represents the first step toward the development and articulation of a broad theory of physical education under the aegis of the American Association for Health, Physical Education, and Recreation. It is an attempt to identify and describe a theoretical structure of physical education as an area of scholarly study and research. The publication, 'Tones of Theory' is directed toward members of the physical education profession and other concerned and interested individuals. The publication is an endeavor to articulate what physical education is, what it means, what it can become, how it can best be understood, and how it can best serve man's destiny. (Author/WS)

**ED 066 671**

CG 007 303

Young, John E.

Career Guidance Training.

Pasadena City Coll., Calif.  
Report No.—P-19-64659-EF037-72

Pub Date 71

Note—126p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Career Education, \*Career Planning, Careers, \*Counselor Training, \*Occupational Guidance, \*Vocational Development, Vocational Education, \*Work Experience

The 1972 Jet Propulsion Laboratory (JPL) Career Training Program was aimed at placing counselors in actual work situations (as new employees) to enable them to experience that which they must describe to students if they are to do an effective job in career counseling. The overall purpose was to give counselors or teachers and administrators an opportunity to learn about, participate in, and analyze a broad range of professional, technical, skilled, and semiskilled occupations. This program will serve as a model by providing a documented experience to aid schools, business, industry, and professional organizations throughout the country in setting up similar career guidance training programs. The participants worked for six weeks side by side with JPL employees, moving from one work station to another. The participants, working in groups, produced documents summarizing their studies suitable for use in counseling students. The counselors who participated in the program left the lab much more knowledgeable concerning

ing actual job duties and responsibilities, and with a better understanding of entry level skills, job descriptions, and the need for the educator to help create an efficient work force. (WS)

**ED 066 672**

CG 007 304

Picou, J. Steven Walker, Jerry P.

The Role of Socioeconomic Status and Significant Other Influence in Determining Educational Aspirations: A Black-White Comparison of Southern High School Seniors.

Ohio State Univ., Columbus.

Pub Date Apr 72

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association, April 1972, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Aspiration, Aspiration, Black Community, Economic Status, \*High School Students, Low Level Aspiration, Objectives, \*Racial Differences, Self Concept, Seniors, Social Background, Social Factors, \*Social Status, \*Socioeconomic Influences, Socioeconomic Status

The primary objective of this study was an analysis of the differential influence socioeconomic status and "significant others" have on the educational aspirations of black and white youth. A causal model was developed from related theoretical and empirical research and was analyzed by path analytic techniques. The models revealed that the independent influence of significant others on educational aspirations is relatively stronger for the white respondents in the sample of more than 300 Southern high school adolescents. These and other findings suggest that significant others influence is not an important predictor of black youth's educational goals. The findings of this study also have various theoretical and methodological implications. It was noted that the model analyzed in this study omits many important variables which could be included with appropriate theoretical justifications. Attempts at developing more complex non-recursive models utilizing these data are currently underway and it was suggested that further research be conducted in this area. (Author/BW)

**ED 066 673**

CG 007 331

An Evaluation of Career Guidance Films.

Culver City Unified School District, Calif.

Spons Agency—Orange County Dept. of Education, Santa Ana, Calif.

Pub Date 71

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Aids, Audiovisual Communication, Career Choice, Career Education, \*Career Planning, \*Evaluation, \*Films, Goal Orientation, \*Guidance, \*High School Students, Instructional Films, Occupational Guidance, Occupations, Vocational Counseling, Vocational Interests

The primary goal of this project was to motivate and assist school staffs in planning and implementing effective vocational guidance programs. A second goal was to determine in what ways and under what conditions the vocational guidance series, "Careers in the 70's," contributes positively to vocational guidance programs. High schools in four California districts were selected to participate in this project. A random sample of students from four schools served as subjects. The findings strongly support the value of including the "Careers in the 70's" film series as part of a vocational guidance program. In the four schools included in the project, the films positively affected students' attitudes toward work and motivated them to seek additional information and to make career choices. The films also exposed them to many new jobs and encouraged them to explore other jobs available. However, it was not possible to generalize to programs that would merely show the films without their being an integral part of a planned program. (Author/BW)

**ED 066 674**

CG 007 335

Drug Abuse Montgomery County Pennsylvania.

Montgomery County Drug Commission, Norristown, Pa.

Pub Date Nov 71

Note—258p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Clinics, \*Drug Abuse, Drug Addiction, \*Drug Education, \*Drug Legislation, Health, Marihuana, Medical Treatment, Narcotics

This is a research report and survey on drug abuse in Montgomery County, Norristown, Pennsylvania, conducted by the Montgomery County Drug Commission. The nine-month study is incorporated into a single volume. An analysis of the results of the drug survey points out that many variables which had heretofore been regarded as being significantly related to drug abuse have not proven significant in the scientifically conducted Montgomery study. No evidence was found of significant correlations between drug abuse and race, sex, ethnicity, parental education, family size, position of sibling in family, and number of parents at home. From this study, the general use of drugs is seen as cutting across class, race and ethnic groupings. Certain other variables have shown themselves as being significantly related to drug abuse. They are as follows: lack of family closeness or cohesiveness; lack of religious attachment; peer group influence; discontent with school; boredom; and influential relationships with siblings and close friends. The volume also reports historical data, research findings, drug services, and findings and recommendations. (Author/WS)

**ED 066 675**

CG 007 337

Peterson, Robert C., Ed.

Marihuana and Health: Second Annual Report to Congress from The Secretary of Health, Education, and Welfare.

Health Services and Mental Health Administration (DHEW), Bethesda, Md.; National Institutes of Health (DHEW), Bethesda, Md.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 72

Note—280p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Drug Abuse, Drug Addiction, Drug Legislation, Foreign Culture, \*Health, \*Marihuana, \*Narcotics, Research

This report studies the effects of marihuana on the individual's physical and psychological health, as well as the effects of cannabis use on the society. A major purpose of this report is to serve as an up-to-date compendium of scientific information bearing on the issue of marihuana and health. In order to make the report maximally useful to the technically trained as well as to the layman, findings are reported in technical as well as in more everyday language. The report attempts to carefully describe the strengths and limitations of the work that has been done in this area. The authors of the report state that with the increase of our knowledge of marihuana and its effects, we have become increasingly capable of better designing research so as to more adequately answer the many questions that its use poses in American society. This report emphasizes the more recent findings and their significance in the light of our past knowledge. (Author/WS)

**ED 066 676**

CG 007 342

Pupil Personnel Services Guidelines for Training Certification Accreditation.

National Association of Pupil Personnel Administrators.

Pub Date Jun 72

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrative Personnel, Administrator Evaluation, Administrator Qualifications, \*Pupil Personnel Services, \*Pupil Personnel Workers, \*School Administration, School Personnel, School Services, \*Student Personnel Services

This is the first in a series of monographs to be published by the National Association of Pupil Personnel Administrators (NAPPA). It is offered as a set of guidelines in an effort to establish some unit of purpose and to provide a rationale for the areas of training, certification, and accreditation. This publication presents guidelines for (1) training programs for administrators of pupil personnel services, (2) certifying administrators of pupil personnel services, and (3) accrediting pupil personnel services programs in the schools. The authors hope this document will represent an identification of important issues, a challenge to think constructively about them, and some suggestions for their resolution. The authors have drawn heavily upon the publication of "The NAPPA: Pupil Personnel Services: A Position Statement", April 1969. It was suggested that the position statement be read as a general background to this publication. (ED 031 749) (WS)



**ED 066 677** CG 007 345

**Staffing Patterns for School Nursing Service Programs; Standards for School Nurse Services; Evaluation Instruments for School Nursing Services; Occasional Papers.**

National Education Association, Washington, D. C. Dept. of School Nurses.

Pub Date 72

Note—56p.; A series of four separate pamphlets by the Department of School Nurses

Available from—Department of School Nurses, 1201 16th Street, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors**—Breakfast Programs, Health, \*Health Education, \*Health Personnel, \*Health Services, Medical Services, Nurses, Nurses Aides, Nursing, Nutrition, \*Nutrition Instruction, Personnel Evaluation, \*School Nurses, Teacher Nurses

This is a collection of four short pamphlets dealing with various aspects of school nursing services. "Standards for School Nurse Services" outlines the ten major areas of responsibility of nursing services in the schools. "Evaluation Instruments for School Nursing Services" presents the format and explanation of evaluation forms to be used by school nurse administrators, supervisors, and nurses themselves. "Staffing Patterns for School Nursing Service Programs" discusses the philosophy and guidelines for the utilization of school health aids. The fourth pamphlet, "Occasional Papers" discussed issues related to nutrition in today's education and some implications for the school nursing profession. Among the topics presented are: (1) the impact of nutrition in today's society; (2) programs of national interest; (3) controversial comments by notable people on today's nutritional patterns; (4) an unusual breakfast project, and (5) a description and outline of a teaching unit on nutrition education. (BW)

**ED 066 678** CG 007 346

**Task Force Report: Narcotics and Drug Abuse.**

President's Commission on Law Enforcement and Administration of Justice, Washington, D.C.

Pub Date 67

Note—167p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Crime, \*Drug Abuse, \*Drug Addiction, \*Drug Education, \*Drug Legislation, Law Enforcement, Legal Problems, Marihuana, \*Narcotics, Socially Deviant Behavior

This report contains a number of the papers submitted to the President's Commission on Law Enforcement and Administration of Justice, by outside consultants. Chapter Eight of that commission's report, "The Challenge of Crime in a Free Society," is reprinted at the beginning of this report, with the addition of annotations to indicate source materials considered. But this volume does not in any sense embody a comprehensive treatment of the complex and important problems of drug abuse. Limitation of resources has led this commission to limit the scope and depth of its work in this area. Among the topics discussed in this report are: (1) the drugs and their reputation, (2) enforcement, (3) drug abuse and crime, (4) penalties, (5) marihuana, (6) treatment, (7) civil commitment, (8) medical practice and addiction, and (9) education. Six appendix sections are presented covering such topics as dangerous drugs, narcotics, drug legislation, treatment of drug addiction, and civil commitment of narcotic addicts. (Author/BW)

**ED 066 679** CG 007 348

**Allen, Dean A.**

**Peer Counseling and Professional Responsibility.**

Massachusetts Univ., Amherst.

Pub Date Apr 72

Note—12p.; Paper presented at the Fiftieth Annual Conference of the American College Health Association, April 18-22, 1972, Atlanta, Georgia

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Interprofessional Relationship, Nonprofessional Personnel, \*Paraprofessional School Personnel, \*Professional Personnel, \*Responsibility, Subprofessionals

The author discusses the responsibilities that professional counselors have for and to paraprofessionals who work in their field. He mentions seven areas of professional responsibility related to the training and use of paraprofessionals: (1) responsibility for the overall planning of training and service programs; (2) responsibility for role definition; (3) training functions of professionals; (4) client acceptance of paraprofessionals; (5) aiding of paraprofessionals in career mobility; (6) consideration of monetary compensation; and (7) legal liability. The author concludes that the main responsibility of professionals in providing humane and effective services is to encourage the creative potential for work of the paraprofessionals. Paraprofessionals need help in training, supervision and standard-setting, as well as enthusiastic and responsible partnership. (Author/WS)

**ED 066 680** CG 007 359

**Boller, Jon D.**

**Sensitivity Training and the School Teacher: An Experiment in Favorable Publicity.**

Pub Date 71

Note—9p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Group Dynamics, Groups, Inservice Teacher Education, Interaction Process Analysis, \*Sensitivity Training, \*Teacher Attitudes, \*Teacher Education, Teacher Improvement, \*Teacher Workshops, \*T Groups

The workshop discussed was designed to initiate skeptical school personnel to the T-group approach, while providing a safe and non-threatening atmosphere for exposure. Workshop participants consisted of 24 "teachers of the gifted." An attempt was made to integrate procedures from a wide variety of group approaches so as to provide the participants with experiences in more than one kind of group. Using relationship as a measure of outcome, it was hypothesized that a high degree of relationship would exist in the groups, and that pre-test scores on a relationship measuring instrument would be lower than post-test scores. The results indicated that post-test as compared with pre-test "total relationship" scores changed significantly and in a positive direction. It was concluded that with careful planning and an emphasis on allowing the new participant to proceed at his own pace, the group experience can be fruitful and rewarding. (Author/BW)

**ED 066 681** CG 007 364

**Brown, Jeannette A. MacDougall, Mary Ann**

**The Impact of Teacher Consultation on Elementary School Children.**

Virginia Univ., Charlottesville.

Pub Date Mar 72

Note—23p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Consultants, Elementary Education, Elementary Grades, \*Elementary School Counselors, Elementary Schools, \*Inservice Education, Learning, \*Learning Experience, \*Teacher Behavior, Teacher Characteristics, \*Teacher Influence

The described inservice teacher training program was designed for use by elementary school counselors in their role as a consultant to teachers. The training program proposed to provide opportunities for teachers to examine their classroom behaviors and learn how certain behaviors influence the learning environment of the child. The topics explored in the six sessions were: Feelings and the Acquisition of Subject Matter; Self Perceptions and How They are Learned; Teacher-Pupil Interactions; Antecedents of Teaching Problems; and Systematic Instruction in Socialization Skills. In addition to opportunities to discuss the presented topics, teachers were also able to examine video tapes of their own classroom behaviors and to have these behaviors examined by their peers. These experiences were related to a variety of classroom management techniques for effective learning environments. At the conclusion of the inservice program positive responses regarding the value of the training sessions were observed for the teachers. Further, significant positive gains in the self perception scores of the children were observed despite the fact that the children were not a part of the training program. (Author)

**ED 066 682** CG 007 366

**Buckingham, Lillian**

**Placement - A Real Service to Youth.**

Baltimore City Public Schools, Md.

Pub Date Mar 72

Note—8p.; Paper presented at the American Personnel and Guidance Association Convention, 25-30 March, 1972, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Career Planning, Counseling Programs, Guidance Functions, \*Guidance Programs, Guidance Services, \*Job Placement, \*Occupational Guidance, \*Placement, Pupil Personnel Services, \*Student Placement

A description of the beginning, growth, and present status of the highly successful placement service of the Baltimore City Public Schools, an extension of guidance service, was given. A broad spectrum of activities of the placement service will range through earn-learn programs with special emphasis on the "general" student; the co-involvement of business and industry for workshops, Project GO, the successful cooperative arrangement with the Job Bank of the Maryland State Department of Employment Security and the Department of Social Services; the operation of employment centers in schools; and specialized job development in order to point out the interlock of the various education programs and implications for career education. The information gained concerning occupational opportunities, labor conditions, educational qualifications and worker characteristics are valuable in counseling youth, establishing stronger links between education and the employment world, and in revising curriculum to meet the needs of all youth. (Author)

**ED 066 683** CG 007 380

**Donnan, Hugh H. Meadows, Mark E.**

**Toward More Effective Dialogue Between Teachers and Students: A Leadership and Communication Training Project.**

Pub Date 71

Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Classroom Communication, Communication (Thought Transfer), \*Communication Skills, \*Intercommunication, Leadership, Leadership Responsibility, \*Leadership Training, Racial Integration, \*School Integration, Teacher Responsibility, Workshops

The rationale and training procedure used in a three-day communication and leadership project in a junior high school located in a southern metropolitan area of approximately 200,000 population is described. The workshop reflected a commitment to interview developmentally in the desegregation process. Four general workshop goals were formulated: (1) improved skill in communication; (2) improved leadership skills; (3) increased ability to engender helpful interpersonal relations, across both racial and student-teacher role lines, and (4) to both assess the communication systems operating in the school and develop strategies to improve these systems. A questionnaire was constructed and at the conclusion of the workshop, participants were provided an opportunity to evaluate their experiences. Results indicated a very positive response. In summary, it was felt that through such student-teacher involvement significant progress was made toward a goal eloquently stated by one student participant; that of "...making school a cool place to learn." (Author)

**ED 066 684** CG 007 387

**Parental Involvement in Title I ESEA.**

Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Disadvantaged Environment, \*Disadvantaged Groups, \*Disadvantaged Youth, Educational Finance, Educational Legislation, \*Federal Aid, \*Federal Programs, Parent Conferences, \*Parent Participation, Parent Responsibility

Title I of the Elementary and Secondary Education Act, passed in 1965 to improve the educational opportunities of educationally deprived children, is the largest Federal aid to education program. One of the things they hoped for was the involvement of parents and other citizens in Title I projects. This manual was written as a guide for local and State officials charged with implementing the provisions of Title I. It describes the rationale behind the parental involvement requirements, the history of parental involvement in Title I, and the logistics of starting a parent council. The manual was not designed primarily as a guide for parent council members,

although they may find information it contains helpful in examining their own functions and it is suggested that they should be provided with copies. Nor is the manual intended to reflect parental involvement in the special components of Title I—the migrant education program and the program for the neglected or delinquent. (Author)

**ED 066 685** CG 007 390

Elmore, Patricia B. Beggs, Donald L.  
**Stability of Teacher Ratings of Pupil Behavior in a Classroom Setting.**

Pub Date Mar 72

Note—21p.; Paper presented at a meeting of the American Personnel and Guidance Association, March 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Rating Scales, \*Classroom Observation Techniques, Educational Research, Elementary Grades, \*Elementary School Counselors, \*Elementary School Students, \*Elementary School Teachers, Measurement Techniques, Rating Scales

The guidance counselor is frequently seeking information from the classroom teacher about the overt behavior of a child in the classroom. In this study elementary school teachers were asked to rate their students on items describing specific observable classroom behaviors in two sessions with a two-week interval between ratings. The items used to rate students were determined in a pilot phase when elementary teachers were asked what concepts they considered important and not important for the satisfactory behavior of a child in the classroom. The results strongly indicated that teachers were not stable in rating the overt behaviors of pupils. The item reliabilities tended to increase as the number of rating categories available to the teachers increased from five to seven to nine; however, no statistical differences were found. Assuming that teachers do rate and possibly refer children to an elementary counselor based on a single episode, it would seem imperative that the elementary counselor determine as quickly as possible the generality of the behavior problem. (Author)

**ED 066 686** CG 007 395

Flanagan, John C.

**Some Project Talent Findings Regarding Career Planning.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date Mar 72

Note—10p.; Presented at a meeting of the National Vocational Guidance Association held in connection with the annual convention of the American Personnel and Guidance Association, Chicago, Illinois, March 25-30, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Choice, \*Career Education, \*Career Planning, Careers, High School Students, \*Occupational Choice, Vocational Development, \*Vocational Education

Identifiers—Project Talent

This paper presents some implications concerning career choice obtained from an analysis of the test and survey results for 400,000 high school students. These students were tested by Project TALENT in 1960, were followed up five years later, and were again surveyed in 1970 with selected parts of the TALENT test battery. These papers relate mainly to the increasing realism of choices, especially of the boys; the distinctive patterns of scores for career groups identified five years after graduation; and to the importance of earlier choices of at least the general nature of the career field. The paper reports new findings and relates these to some of the previously reported results. The findings are as follows: the unrealistic and unstable career choices characteristic of high school students throughout the country in 1960 are no longer typical of today's students; later career activities could have been planned on the basis of information available in high school; and if secondary education is to be relevant to student's needs and plans, it is essential that students be assisted in selecting their careers at an earlier time. (WS/Author)

**ED 066 687** CG 007 398

Gemignani, Robert J.

**Hotline for Youth.**

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Pub Date 69

Note—33p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Communication Problems, Counseling Services, \*Human Services, Professional Services, \*Telephone Communication Systems, Youth Agencies, \*Youth Problems, \*Youth Programs

Identifiers—\*Hotlines

In 1968 a telephone service called Hotline began operation in Los Angeles. The concept was planned and implemented by a committee of various community representatives in association with the Division of Adolescent Medicine, Children's Hospital, Los Angeles. The Children's Hospital Hotline is one of 300 existing throughout the country, with a steadily increasing number being created in other parts of the world. The Hotline is designed mainly as a crisis intervention resource. It provides an understanding, empathic, objective "listener" who is immediately available for a troubled youth. Hotline resulted from an awareness of the increasing alienation of youth and the relative lack of meaningful avenues of communication during periods of stress. The important features of the Hotline are its immediate availability and respect for anonymity of the caller. The Hotline approach does not presume traditional professional training in psychotherapy or counseling on the part of the person answering calls. The approach used is based on the concept of "creative listening" and a regard for others, with a special awareness of and sensitivity to young people. (Author/WS)

**ED 066 688** CG 007 399

George, Robert J.

**A Model for Action Oriented Structured Groups.**

Pub Date 72

Note—10p.; Presented at National Convention of American Personnel and Guidance Association, March 25-30, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Students, \*Group Experience, Groups, Individual Development, \*Self Actualization, \*Self Concept, \*Self Evaluation

This presentation describes an experiential group design which can be employed with large, diverse populations. It is especially applicable at the university level. The design encourages self-clarification and self-confrontation on personalized issues and culminates in an individual commitment to action. Techniques such as "life space" drawings and "force field" analysis are employed in an attempt at aiding the participant in arriving at an integration of thought, feeling, and action regarding a significant personal issue. The design focuses almost entirely on the individual, using group communication and sharing toward this end. Each person's final commitment to action is the result of his or her own values and convictions. The presentation gives suggestions for using a modified version of the design for diverse populations and issues. Some of these issues include: campus, social, and political involvement; clarification of inter-racial tension areas; and vocational decision making. (Author/WS)

**ED 066 689** CG 007 403

Gitter, A. George

**The Making of a Leader.**

Pub Date Apr 70

Note—8p.; Presented at the Eastern Psychological Association Meeting, April, 1970

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Science Research, Communication (Thought Transfer), Human Relations, \*Interpersonal Relationship, \*Leadership, \*Leadership Qualities, Leadership Styles, \*Nonverbal Ability, \*Nonverbal Communication

A 2 X 3 (with repeated measures) design explored the nature of nonverbal communication (NVC), associated with judging one to be a leader or a follower. This study explored several aspects of the folk maxim "It is not what you say, but how you say it." The relationship investigated was between on one hand (1) communicator's NVC, (2) mode of presentation (MOP) of stimuli, and (3) sex perceiver, and, on the other hand, (a) accuracy of judgment, (b) judgment time, and (c) nature of NVC critical traits associated with perception of a leader, and those associated with follower. The sample consisted of forty-eight nonvolunteer undergraduates. The ratio of males to females was 1:1. The results indicated that NVC was highly significant in perception of both leader and follower. Particular aspects of NVC

associated with leaders, and others with followers were isolated. In conclusion, the results of this study clearly demonstrated how potent a number of NVC behavior items are associated with our judging a person to be a leader or a follower. (Author/BW)

**ED 066 690** CG 007 405

Goldman, Leo

**Critical Concerns in Counselor Education.**

Pub Date 72

Note—9p.; Presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Counseling, Counseling Effectiveness, Counseling Goals, Counseling Instructional Programs, \*Counselor Educators, \*Counselor Role, \*Counselors, \*Counselor Training, Guidance, \*Professional Education, Pupil Personnel Workers

This paper was presented as part of a workshop titled "Preparation of Counselors for the 1970's" at the 1972 Convention of the American Personnel and Guidance Association in Chicago. Rather than a scholarly or technical analysis, the author used the opportunity to speak to several issues believed to be critical in the development of meaningful counselor education programs for the 1970's. It is a subjective personal statement and not necessarily influenced by the kinds of experiences and observations which the author has had. The paper is divided into the following sub-topics: (1) Generalist or Specialist?, (2) The Storehouse Theory, (3) We Need Compulsives, (4) The Preservice-Inservice Division of Labor, (5) Manifest Roles: All OK, and (6) Full-time Study. In conclusion, the author emphasizes that he is not questioning or criticizing the present standards that exist, but rather asking whether we have failed to come to grips with some of the critical issues in the field. (Author/BW)

**ED 066 691** CG 007 409

Gross, Stanley J.

**The Development of Trust in an Organization.**

Indiana State Univ., Terre Haute. School of Education.

Pub Date 70

Note—78p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Change, \*Changing Attitudes, \*Group Norms, Intervention, Junior College Students, \*T Groups

The problem investigated in this study was whether or not laboratory training would influence the norms by which choices were made. Data about the influence of intervention on a social system was provided by an evaluation of laboratory training with a junior college student senate using sociometric methods to discern the normative structure of the group. The criterion for the choice which might be influenced was trust in the person chosen. It was found that the normative structure of trusting choices in the senate was not altered by the intervention. Changes were of a momentary rather than of a systemic nature; indicating the tenacity of norms governing choice in this continuing group. Sustained change in individual choice behavior appears to require intervention aimed at the norms rather than at individuals. (Author/WS)

**ED 066 692** CG 007 411

Harrison, Charles H.

**Schoolgirl Pregnancy: Old Problem; New Solutions.**

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—65p.

Available from—National School Public Relations Association, 1201 16th St., N.W., Washington, D.C. (\$4.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Adolescents, Civil Liberties, Illegitimate Births, Parent Student Relationship, \*Pregnancy, Public Opinion, \*School Law, \*Social Attitudes, Student Attitudes, Student Behavior, \*Student Problems, \*Student Rights, Students, Student School Relationship

The school policy of denying a pregnant girl any formal education for months, years, or forever, is the current policy that exists today in the majority of America's school districts. However, court decisions, revised state policies, and chang-



ing attitudes of people of all ages are putting more and more pressure on local school boards and administrators to come up with new policies that offer expectant students something better than banishment from education. It appears that schools still have a long way to go before they are far removed from the policy which implies that school-age marriage and pregnancy are evil and insists that school will not see the evil, not hear about it, and not speak about it. This report describes what the schools are moving from and toward, pointing out some of the promising developments and some of the most pressing problems along the way. (Author)

**ED 066 693** CG 007 422

Jeghlian, Alice

**Marital Status, Age, and Occupational Level of Adult Women Students. Implications for Counseling.**

Pub Date 69

Note—19p.; Presented at the American Personnel and Guidance Association Meeting, March 25-30, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Students, \*Age, College Students, Counseling, \*Evening Students, \*Females, Individual Development, \*Marital Status, Personal Growth, Personality Development

Identifiers—Edwards Personal Preference Schedule

This paper is an attempt to identify and compare some of the characteristics of single vs. married women students in an urban evening college. The general hypothesis underlying the investigation is that for women in particular, marital status, age, and occupational level (high or low) might account for significant differences in personality and growth needs. The two separate studies were conducted. In the first, one counselor's interviews with single and married women were sorted, examined, and compared. The purpose was to determine whether single women's personal, educational, and vocational needs differ from those of married women. The second study involved a more systematic exploration of differences in background and personality scores among four groups of adult female students. The studies suggest that the differences in personality and growth needs found in mature women students result from sex-based "subcultures" related to age, marital status and occupational level. The implications for the counselor working with these students is the importance of knowing and being sensitive to these characteristics. (Author/WS)

**ED 066 694** CG 007 432

Knopf, Norton B.

**Personal Growth and Professional Growth: Do the Chicken and the Egg Both Come First?**

Pub Date Mar 72

Note—15p.; Paper presented at the American Personnel and Guidance Association Meeting, March 25-30, 1972, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education, \*Career Planning, Counseling, \*Growth Patterns, Human Development, Individual Development, Occupational Guidance, \*Personal Growth, Self Actualization, \*Vocational Counseling, Vocational Training Centers

The title of this paper is perhaps amusing and provocative, but the emphasis is upon a serious matter. The paper is divided into three main sections. The first defines the educational process used in the Vocational Counseling Institute. It also discusses the problems of how personal growth and professional growth might be defined, and with the obvious implication of how difficult measurement is for these two concepts. The second part of the paper is more anecdotal, and describes some subjective impressions to, with, and about the trainees. It ends by quoting at length from a paper read at an American Personnel and Guidance Association convention, and asks a "burning" question. The primary implication was that the interviewers and counselors who participated in University training may actually be way ahead of their supervisors and managers, and even administrators, in the process of becoming autonomous, fully-functioning persons. (Author)

**ED 066 695** CG 007 433

Knowles, Eric S.

**Information Weighting, Familiarization, and The Risky Shift.**

Pub Date 72

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Science Research, \*College Students, \*Group Behavior, \*Group Dynamics, \*Group Relations, Groups, Group Structure, Group Unity, Human Relations, Problem Solving, \*Risk

The question whether individual study of risk problems (familiarization) leads to greater risk taking was investigated. Several explanations of the risk taking shifts are explicit in their requirement for group or social interaction. Investigations of whether risk shifts can be produced in the absence of group interaction have produced conflicting results. From an information weighting theory it was hypothesized that the relative number of arguments favoring risk rather than some process inherent in group interaction produces the risky shift. 160 Ss in groups of 5 or alone developed arguments only in favor of the successful risky outcome in 6 Choice Dilemma problems or worked on risk-irrelevant tasks. Risk arguments (p .025) but not group discussion (F 1) produced shifts toward greater risk taking. When the relative number of arguments favoring risk are controlled, individuals working alone show as large a risk shift as groups. Because of earlier failures to find a familiarization effect, it appears that groups may be more efficient or capable than individuals in developing arguments favoring culturally valued positions. (Author)

**ED 066 696** CG 007 434

Kosier, Kenneth P.

**Effects of a Behavior Modification Lecture on Teachers' Rate of Compliments and Reprimands, and Their Students' Time-On-Task.**

Pub Date Mar 71

Note—5p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Behavior Change, Behavior Development, \*Change Agents, Educational Research, \*Elementary School Students, \*Elementary School Teachers, \*Teacher Behavior, Teacher Role

This study evaluated the effectiveness of a lecture on behavior modification techniques given to three elementary teaching staffs that were volunteered by their principals. It was expected that the group lecture would result in significant increases of teacher compliments and decreases of teacher reprimands even though the teachers did not request the lecture directly. These changes in teacher response to student behavior were then expected to be reflected in increases of the percent of students observed to be engaged with the assigned task in each classroom. Thirty-four teachers selected randomly from three elementary schools were observed for ten minutes one week before and three weeks after receiving the behavior modification lecture. The results indicated that the rate of teachers' compliments increased and reprimands decreased significantly following the lecture on behavior modification. The results, therefore, indicate that students' classroom functioning can be changed by teachers' application of behavior modification techniques. (Author)

**ED 066 697** CG 007 492

Titoun, Chessader

**Counseling the Disadvantaged Caucasian: A Statistically Significant Improvement.**

Pub Date Apr 72

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Caucasian Students, Counseling, \*Counseling Effectiveness, Counselor Performance, \*Disadvantaged Groups, Disadvantaged Youth, \*Dropout Prevention, Economic Disadvantage, Educational Research, \*Emotional Problems, Guidance Counseling, Guidance Programs, Social Disadvantage

The primary objective of this study was to determine whether counseling of disadvantaged students during the course of the academic school year would produce an improvement in their emotional problems and lessen the probability of their becoming school dropouts. The 26 disadvantaged Caucasian subjects received extensive counseling therapy for a period of one semester. It was hypothesized that at the end of one semester there would be no significant change in the emotional problems and the probability of dropout. The overall results as measured by the Forty-eight Item Counseling Evaluation

Test and the Demos D Scale at the end of the semester indicated the improvement in both areas to be significant at the .01 level of confidence. Furthermore, Chi-square analyses also revealed the significant categorical changes at .001 level. Evidently, the significant behavioral and scholastic improvement in the disadvantaged could be successfully accomplished within one single semester. (Author/BW)

**ED 066 698** CG 007 493

Treadwell, Thomas Treadwell, Jean

**The Pioneer of the Group Encounter Movement.**

Pub Date 71

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Discussion Groups, Group Activities, Group Behavior, \*Group Dynamics, \*Group Experience, Groups, Role Playing, \*Sociometric Techniques, \*T Groups, \*Training Laboratories

The purpose of this paper was to (1) identify the Pioneer of the Group Encounter Movement, and (2) expose and clarify some of the ambiguities, contradictions and backbiting evident in the Group Encounter Field. The origins of the group encounter movement are examined with a particularly strong emphasis on J. L. Moreno and his introduction of Sociometry in 1931. This is followed by a discussion of Kurt Lewin and the emergence of the Bethel laboratories. The initial training centers established in the 1930's and 1940's are described. The discussion of the initial training centers points out a definite correlation between the Morean Psychodramatic techniques and sociometric methodologies with that of the laboratory training concepts. A disturbing factor that the author emphasizes is the misunderstanding prevalent among group leaders, group dynamicists, and group therapists regarding the ethics and validity of the many group approaches employed throughout the country. (BW/Author)

**ED 066 699** CG 007 495

Vroman, Clyde

**Advising Offices Overseas-Closing the Information Gap.**

Pub Date Apr 72

Note—15p.; Presented at the 58th Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers, April 20, 1972, Cleveland, Ohio

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Counseling Programs, \*Counseling Services, Foreign Countries, Foreign Relations, \*Foreign Student Advisers, \*Foreign Students, International Education, \*Student Personnel Services, \*Student Personnel Work, Student Personnel Workers

This paper consists of two parts. Section I summarizes the author's experiences in Japan during 1971 when he served as a Visiting Consultant on Student Counseling Services to the U. S. Educational Commission, Japan. It was concluded that the need for the counseling service is high, student counseling roles must be firmly established, and the existing program of counseling services needs expansion. Limitations due to staff and budget are recognized, but information resources must be expanded and improved. Section II of this report contains suggestions for improving overseas communication methods. These suggestions were: (1) decide institutional roles, requirements, and policies regarding enrollment of foreign students; (2) evaluate catalogs and publications for foreign students, and (3) evaluate the system and procedure for serving foreign students. It is hoped that the reader will find a number of basic principles and examples of action designed to solve problems, that will encourage one to contribute to the area of services to foreign students. (Author/BW)

**ED 066 700** CG 007 537

Liston, Walter

**Evaluation Report of Format for Development of In-Service Training for Child Serving Sub-Professionals.**

New Orleans Dept. of Welfare, La.

Pub Date Jun 72

Note—125p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Child Welfare, \*Cross Cultural Training, Inservice Courses, Inservice Education, \*Inservice Programs, \*Nonprofessional Personnel, \*Subprofessionals, Training Objectives, Volunteer Training

Para-professional personnel were recruited from various child-care agencies in the New Orleans area to participate in a training program. Questionnaires were used in selecting trainees. After the needs of the trainees were identified, trainees were selected who had the appropriate skills to deal successfully with these para-professional needs. The training staff developed curricular inputs to be presented to the para-professionals. The inputs were developed and tested for relevancy. Objective tests were administered to the para-professionals to obtain a description of the population. The findings were valuable in assisting training staff to prepare relevant curriculum units. Also, posttesting was done to determine whether there were significant attitudinal changes resulting from the training program. Two pilot projects emerged from the training program. One served as an agent to help divert young people away from the courts and correctional institutions. The other emphasized the understanding of Spanish speaking culture and language. (Author)

ED 066 701 CG 007 544

Robbins, William A.

Concerns and Recommendations: A Report of the Colloquium on Occupational Counseling and Guidance.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Pub Date Jan 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, \*Career Education, Career Planning, \*Conference Reports, \*Occupational Guidance, Occupational Surveys, \*Symposia, \*Vocational Counseling, Vocational Development, Vocational Interests

The issues, problems, and changing needs of occupational guidance provided the focus for a special colloquium held at the State University of New York at Albany. The colloquium was conducted by the Two-Year College Student Development Center. For over two days the sixteen participants dealt with the issues and the implications for action suggested by these occupational guidance issues. The participants consisted of practitioners from the elementary and secondary schools, Boards of Cooperative Educational Services, New York State two-year colleges, counselor educators and other specialists. The group's goal was to review specific issues and problems facing occupational guidance and to identify steps which should be taken as a result of these. The need for colloquium is explained and a description of the basic issues and nature of discussions is presented. The main body of the report consists of a discussion of nine major concerns and their consequent recommendations. (Author/BW)

ED 066 702 CG 007 563

McGlynn, Richard P.

Concept Learning by Pairs as a Function of Type of Interaction, Memory Requirements, and Sex. Final Report.

Texas Tech Univ., Lubbock.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-G-114

Pub Date Jul 72

Grant—OEG-6-71-0486-(509)

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, \*Concept Formation, Group Behavior, \*Interaction Process Analysis, Learning, Learning Activities, Learning Experience, \*Learning Processes, \*Memory, Retention, \*Sex Differences, Thought Processes

The performance of 144 pairs of college students on four successive concept attainment problems was assessed. A  $3 \times 2 \times 2 \times 4$  factorial design with repeated measures on the last factor was used with the following variables: (a) type of interaction format (cooperation with discussion allowed during solution of the problems, cooperation with discussion not allowed, or competition), (b) memory aid (available or not available), (c) sex (male or female pairs), and (d) problems (four for each pair). Major results were: (a) discussion resulted in better performance on all measures (except time to solution) than did non-discussion or competition, which did not differ significantly; (b) on successive problems, discussing pairs increased their use of the more efficient focusing strategy and decreased time to solution, while non-discussing and competitive

pairs showed no change; (c) memory aids resulted in fewer card choices to solution and fewer untenable hypotheses; and (d) no sex differences with the exception that females required less time to solution than males. (BW)

ED 066 703 CG 007 564

Cole, Lawrence E.

Comparison of Anticipation and Study-Test Procedures of Paired-Associate Learning by Children. Final Report.

Arkansas Polytechnic Coll., Russellville.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-1-F-060

Pub Date Jul 72

Grant—OEG-6-71-0525-(509)

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Associative Learning, Behavioral Science Research, \*Cognitive Processes, \*Learning, \*Learning Characteristics, \*Learning Processes, Memory, Retention, \*Sex Differences

The study paired-associate (PA) learning via the anticipation (ANT) and study-test (ST) procedures across second, third, fourth and fifth grades. Specifically, age differences in the rate of learning and examining PA learning according to the stage analyses were examined. Retention was also of interest; however, a ceiling effect negated the opportunity to make meaningful comparisons. The results showed that: third grade males experienced more difficulty than their female counterparts; the ST resulted in faster learning for females, but not for males; and that the two learning procedures produced few differences across the age spectrum for males. The stage analyses showed that both response and associative learning stages contributed to the superiority of the ST procedure for females. In view of the lack of variation for males, the present study concludes that learning processes vary with sex. Females in the study possibly exhibited more efficient learning strategies or males may have been more dependent upon immediate feedback. (Author) I30CS

ED 066 704 CS 000 113

Counelis, James Steve

Second and Third Grade Students in the Hunters Point-Bayview SEED Project: A Diagnostic Review.

San Francisco Univ., Calif.

Pub Date Oct 71

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Beginning Reading, Class Attendance, Community Involvement, \*Disadvantaged Youth, \*Elementary Grades, Negro Students, \*Program Evaluation, Reading, \*Reading Achievement, Sex Differences

Identifiers—Hunters Point Bayview, \*Project SEED, South East Educational Development Project

This report supplements the first South East Education Development project (SEED) on first grade children. Full and partial records of 624 second grade students and 591 third grade students are the basis of this diagnostic review. The empirical data obtained for the SEED project students included: each student's sex and number of full days in attendance; teacher's estimate of the student's reading level; reading grade assigned at the end of the school term; and scores from standardized tests. The empirical findings were: the second grade students attended 86 percent and the third grade students attended 88 percent of the 181 day school year; the teachers' estimates of students' reading levels were validated by the achievement test scores at the one percent level of significance; there was no significant difference in the mean reading stanine scores per school earned by the second and third grade students in 1969-1970; there was no significant difference in mean attendance between boys and girls; and girls exceeded boys in mean reading stanine scores. Appendices are included. (See ED 052 905 for first SEED report and CS 000 114.) (Author/WR)

ED 066 705 CS 000 114

Counelis, James Steve

The Hunters Point-Bayview SEED Project: A Diagnostic Review of Reading Achievement in the First Three Grades.

San Francisco Univ., Calif.

Pub Date Jun 72

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Beginning Reading, Class Attendance, Class Size, \*Disadvantaged Youth, Educational Improvement, \*Elementary Grades, Negro Students, \*Program Evaluation, \*Reading Achievement, Sex Differences

Identifiers—Hunters Point Bayview, \*Project SEED, South East Educational Development Project

A diagnostic review of reading achievement in the first three grades of the South East Education Development (SEED) project is presented. Comparisons are made with the 1969-1970 SEED data, which is considered baseline. The findings indicated that: (1) no significant difference existed in the pooled attendance for each grade between two successive school years, (2) the reading programs moved children to progress at grade level, (3) reading rates tended toward normal development, (4) the 1970-1971 students in SEED earned significantly higher grades in reading on the whole than the 1969-1970 cohort of students in these grades, (5) the SEED children, as a whole, did not achieve reading scores at the national normed level, and (6) the stimulating use of educational funds collaterally spent by school community groups can work. Tables and appendices are included. (See also ED 052 905 for the first year report of the SEED project and CS 000 113.) (WR)

ED 066 706 CS 000 117

Cascario, Elizabeth F.

The Male Teacher and Reading Achievement of First-Grade Boys and Girls.

Pub Date 72

Note—124p.; Ed.D. Dissertation, Lehigh University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,876, MFfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Fatherless Family, Grade 1, \*Reading Achievement, Reading Readiness, Reading Research, \*School Attitudes, \*Sex Differences

Using instruments which measured reading readiness, intelligence, reading achievement, and school attitudes, data was gathered to evaluate the hypothesis that the reading achievement of first grade boys taught by a male teacher would be significantly higher than those taught by a female teacher and, conversely, that the reading achievement of first grade girls taught by a male teacher would not be significantly higher than those taught by a female teacher. Secondary considerations were given to school attitudes of male taught children compared with female taught children and the teacher sex effect on the reading achievement of father absent children. Based on samples taken from twenty classrooms in nine school districts (from Pennsylvania and Ohio), findings indicated: there were (1) no significant differences in school attitudes; (2) male taught children earned higher means and adjusted means than did female taught children in the majority of intact samples; (3) means of male or female taught boys were higher than girls' means in six of the nine samples; and (4) means of father absent children were higher when they were taught by the same sex teacher. Evidence seems to indicate male taught boys appear to be achieving at a level equal to, or slightly above, the level of male taught girls and female taught boys and girls. (Author/HS)

ED 066 707 CS 000 118

Intensive Reading Instructional Teams (IRIT), 1971-1972.

Hartford Public Schools, Conn.

Pub Date 12 Jul 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Decoding (Reading), Educational Accountability, Elementary Grades, \*Individualized Reading, Inservice Teacher Education, Program Evaluation, Reading Ability, \*Reading Comprehension, Reading Instruction, \*Reading Programs, Teaching Procedures, \*Team Teaching, Urban Education, Vocabulary Development, Word Recognition

Four Intensive Reading Instructional Teams (IRITs) consisting of a reading consultant, two master teachers, and a clerk typist provided intensive compensatory reading instruction for more than 500 Hartford third, fourth, and fifth grade students during the 1971-72 school year.

The approach of the IRITs was geared to the concept of individualized learning and instruction, student self-direction, and program accountability. Groups of approximately 45 students spent mornings for a ten week period with the IRIT. The overall approach to disability correction involved three areas of concentration: decoding, vocabulary and comprehension development, and individualized reading. The measured achievement levels of children in the program, based upon pre and post group tests, increased significantly. Parent, teacher, and student surveys indicated a high degree of satisfaction with the program. The IRITs also served as an in-service teacher education team, providing instruction in individualized reading methodology and materials. Appendix includes organizational, content, and evaluative data. (TO)

**ED 066 708** CS 000 119

*Skailand, Dawn*

**Teaching Decoding Skills in Reading.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date 4 Apr 72

Note—9p.; Paper presented at the Annual Meeting of American Educational Research Assn. (Chicago, April 3-7, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Decoding (Reading), \*Elementary Grades, \*Reading, Reading Achievement, Suburban Schools, \*Teaching Methods, Urban Schools

Two of the objectives of the field test of Minicourse 18, (teaching reading as decoding) are discussed: (1) the measurement of changes in teacher and related pupil behaviors and (2) comparisons of the effects of four reteach treatments. The main field test of the course was conducted with 63 teachers in two inner city and two suburban sites. The reteach (teaching a lesson a second time) treatment was randomly assigned by school. Videotaped pre and postcourse lessons provided the data for evaluating teacher and related pupil behavior changes, differences in reteach treatments, and comparisons for inner city and suburban teachers. Analysis of the data indicated: (A) grapheme recognition and grapheme/phoneme correspondence increased significantly, (B) grapheme/phoneme correspondence in larger letters increased in all areas except teacher use of similar spelling patterns in presenting words, (C) contextual clues in decoding, teacher response to pupil word and transfer showed significant change in all behaviors. The results indicate Minicourse 18 is effective in changing teacher performance of teaching skills which result in improved pupil learning. (WR)

**ED 066 709** CS 000 120

*O'Brien, Patti Lynn*

**Word Attack Skills, "Making Phonics Reasonable."**

Pub Date May 72

Note—11p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Beginning Reading, \*Decoding (Reading), Linguistics, \*Phonics, Reading, \*Reading Instruction, Reading Materials, \*Reading Skills, Teaching Methods, Word Recognition

A word attack program that begins with phonics and incorporates various aspects of a linguistics approach is described in this paper. Regardless of the material that is used, there are 13 consonant sounds which are easier to learn than others: b, d, j, f, k, p, t, l, m, n, r, v, and z. W and h would be introduced next because in isolation they make only one sound. The remaining six consonants are different because they consist of more than one sound. The blends should be introduced next, emphasizing that these are letters which go together. Short vowel sounds would follow because they are easily controlled, easier for the students to identify, and require only one vowel rule to be learned. After the short vowels, children would be introduced to the long vowel sounds. After vowel sounds are learned, special combinations are introduced. These combinations are digraphs, diphthongs, "i" controlled, etc. Finally, the second sound the additional six consonants make would be introduced. (WR)

**ED 066 710** CS 000 121

*Skailand, Dawn*

**Minicourse 18: Main Field Test Report.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Sep 72

Note—47p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Decoding (Reading), Reading Achievement, \*Reading Programs, Reading Skills, Suburban Schools, Teacher Behavior, Teacher Education Curriculum, Teacher Evaluation, Teacher Improvement, \*Teacher Programs, \*Teaching Methods, Teaching Procedures, Teaching Skills, Urban Education, \*Word Recognition

This report describes the main field test of Minicourse 18: Teaching Reading as Decoding. The purposes of the main field test were: (1) to evaluate the effects of the course on the participating teachers, (2) to evaluate four reteach treatments on teacher skill acquisition, (3) to compare scores for central city and suburban teachers, and (4) to measure effects of the course on reading achievement of pupils. Fifty-six teachers participated in the study from both central city and suburban schools. Most of the teachers taught in the primary grades. Three major conclusions of this report were: (1) Minicourse 18 was effective in changing teacher behavior, (2) no significant difference was found in reteaching, and (3) central city and suburban teachers did not differ in pre and post scores. The pupil achievement tests were administered as a follow-up to the main field test. Those scores will be contained in the Follow-Up Study Report. Appendix includes the 18 minicourse lessons and tally sheets of the decoding skills. (TB)

**ED 066 711** 24 CS 000 122

*Marko, Kathleen Barrett*

**A Project to Evaluate the Effectiveness of Pre-Phonic Training Between Kindergarten and First Grade Levels (Project PEEP). Final Report.**

New Bedford Public Schools, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-A-059

Pub Date 72

Grant—OEG-1-71-0005(509)

Note—67p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Beginning Reading, \*Decoding (Reading), \*Kindergarten, Phonics, Reading Development, Reading Diagnosis, Reading Instruction, Reading Materials, Reading Readiness, \*Reading Research, Reading Skills, Teacher Aides

The effectiveness of prephonic training between kindergarten and first grade levels as a tool for acquiring reading skills was explored throughout the public school system in the city of New Bedford, Massachusetts. A sample population of 260 kindergartners was identified as having potential learning difficulties by the results shown on the Slingerland, Mahon and Metropolitan Readiness Tests. This sample was randomly assigned to either Group one, experimental, or to Group two, control. The research design applied was the Campbell and Stanley number 6, posttest two group design. Group one received the Mahon System of assistance given by teacher aides trained by Dr. Mahon. Group two received only the assistance based upon current reading materials used in the entire school system. Time allotment was half an hour a day for each group. The results of the posttest confirmed the value of prephonic training where early diagnosis had identified potential learning difficulties. As a by product, the areas of early identification found to be most appropriate for individualized instruction were revealed. [Marginal reproducibility of some pages.] (Author)

**ED 066 712** CS 000 123

*Laffey, James L., Ed. Stitt, Jacquelin, Ed.*

**Twenty-Year Annotated Index to the National Reading Conference Reports.**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—124p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Conference Reports, Elementary Grades, \*Indexes (Locators), \*Reading, Reading Diagnosis, Reading Instruction, Reading Materials, Reading Programs, Reading Research, Reading Skills, Secondary Grades

This annotated index of National Reading Conference Reports is divided into ten major content areas: (1) Research in Reading; (2) Theoretical Constructs of Reading; (3) Administration and Organization of Programs; (4) Descriptions of Programs in Use; (5) Methods and Materials for Reading and Study Skills Instruction; (6) Testing, Evaluation, and Diagnosis; (7) Special Reading Programs; (8) Factors Influencing Reading; (9) Pre School, Elementary, and Secondary Reading; and (10) Miscellaneous. (WR)

**ED 066 713** CS 000 124

*Weintraub, Samuel, Comp.*

**Auditory Perception and Deafness. Reading Research Profiles, A Bibliography Series of ERIC/CRIER-HRA.**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—51p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 (\$1.50 non-member, \$1.00 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Audition (Physiology), \*Auditory Perception, Bibliographies, Deaf Children, Listening, \*Reading Achievement

The items in this annotated bibliography include studies, journal literature, USOE-sponsored research, and the conference proceedings of the International Reading Association, covering the years 1950 to 1969. Part I is devoted to "Audition" which encompasses reports based on all aspects of listening and its relationship to reading, and "Auditory Abilities" which lists articles on memory, discrimination, and blending ability. Part II covers all aspects of auditory acuity as it is related to academic performance in reading—particularly reading problems encountered in deaf children. (Appended is a list of ERIC/CRIER-HRA Reading Research Profiles Bibliographies.) (HS)

**ED 066 714** CS 000 125

*Griffin, Margaret And Others*

**Guide to Clinical Evaluation Instruments in Reading. ERIC/CRIER Reading Review Series.**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—235p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Evaluation Techniques, \*Reading, \*Reading Tests, \*Test Reviews, \*Tests, \*Test Selection

The purpose of this reference guide is to enable test consumer to identify published measures which may meet their particular needs. The basic features include notations of whether norm data are reported in the test manual; indexes to "Buros's Mental Measurement Yearbooks" or "Reading Tests and Reviews" for evaluation; complete publishers' addresses and test descriptions; and bibliographical references from nine ERIC/Reading Basic References and the "Summaries of Investigations Relating to Reading," published in the "Reading Research Quarterly," 1969, 1970, and 1971. The guide contains predominantly those measures which were reported in titles and abstracts of articles pertaining to reading included in the published journal literature in reading. (Author/WR)

**ED 066 715** CS 000 126

*Gruen, Ronald Steven*

**Prediction of End-Of-Year Reading Achievement for First and Third Grade Pupils.**

Pub Date 71

Note—160p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13,859, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Auditory Perception, Beginning Reading, \*Cognitive Processes, Developmental Reading, \*Elementary School Students, \*Perceptual Development, Reading, \*Reading Achievement, Reading Development, Reading Diagnosis, \*Reading Improvement, Reading Processes, Reading Research, Reading Skills, Sex Differences, Visual Perception



This study was designed to select and explore a research battery which, when administered at the beginning of the school year, more adequately predicts end of year reading achievement than have previously used tests and test batteries. The tests used were perceptual-motor and cognitive-intellectual, with the most adequate predictor tests identified separately for first and third grade boys and girls. Hypotheses investigated were that perceptual-motor abilities are significantly related to reading achievement at the early stages, while cognitive intellectual abilities become more important later in the reading process. Included in the document are detailed results of the various tests used which indicate that perceptual-motor scores are higher than cognitive-intellectual scores in the first grade, but cognitive-intellectual scores are higher than perceptual-motor scores in the third and fourth grades. The author also concludes that the prediction equations derived could be used with confidence with new samples from the same population. (Author/DI)

ED 066 716 CS 000 127

Berends, Margery Lois

An Analysis of Error Patterns, Rates and Grade Equivalent Scores on Selected Reading Measures at Three Levels of Performance.

Pub Date 71

Note—154p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-21,831, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Error Patterns, Grade 4, \*Grade Equivalent Scores, Oral Reading, Reading, \*Reading Level, Reading Speed, \*Reading Tests, \*Standardized Tests

This study examined the reading grade equivalents, oral reading rates, and prevailing error patterns of fourth grade disabled readers on standardized oral reading tests to determine if there were significant differences in the results obtained among the various instruments. Errors made on the oral paragraphs/stories from the Durrell Analysis of Reading Difficulty, the Gates McKillop Reading Diagnostic Tests, and the Standard Reading Inventory at each of the three levels of reading performance were analyzed. Comparisons of the resulting error patterns were made between tests and between levels of performance. Most differences in the mean grade equivalent scores were significant. Rates of reading differed significantly between the levels of performance and all but two between test comparisons were significant. Errors which decreased as the difficulty level increased were repetitions and corrections. Errors which increased as the difficulty level increased included visual auditory, syllabic division, directional confusion, words aided, medial errors, and ending errors. The total vision perception category and omissions did not change in frequency as difficulty level increased. The agreement among the ranking errors by the three oral tests was highly significant. (Author)

ED 066 717 CS 000 128

Kennedy, Delores Kessler

Training with the Cloze Procedure, Visually and Auditorially, To Improve the Reading and Listening Comprehension of Third Grade Underachieving Readers.

Pub Date 71

Note—148p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13,880, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Cloze Procedure, \*Listening Comprehension, Reading, \*Reading Comprehension, Reading Materials, \*Reading Research, Reading Skills, \*Retarded Readers

The purpose of this study was to determine if training auditorially would improve listening comprehension and/or reading comprehension and if visual training with the Cloze Procedure would improve reading and/or listening comprehension. The experimental reading group received training visually with the Cloze Procedure and the experimental listening group received training auditorially with the Cloze Procedure. The two control reading groups spent the same average time practicing oral reading as the experimental groups spent in training. After training, all subjects were

given, individually, auditory and visual Cloze Procedure posttests and, in groups, the Durrell Listening Reading (DLR) Series, Intermediate Level. The experimental group did significantly better on the DLR reading comprehension subtest than the other three groups; and they did significantly better on the DLR listening comprehension subtest than the control class group. The experimental listening group did significantly better on the DLR listening comprehension subtest than the control class group, but they did no better on the DLR reading comprehension subtest than the two control groups. (Author/WR)

ED 066 718 CS 000 129

Wallner, Nancy Kay Kubin

The Development of a Test of Listening Comprehension for Kindergarten and Beginning First Grade.

Pub Date 71

Note—176p.; Ed.D. Dissertation, University of Missouri, Columbia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,565, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, Grade 1, Kindergarten, \*Listening Comprehension, \*Listening Tests, \*Reading Tests

The purpose of this study was to develop a test of listening comprehension for kindergarten and beginning first grade and to establish the reliability and validity of the instrument. Parallel forms of the test were developed, each form consisting of six graded passages ranging in difficulty from grade 1 through grade 4, and 14 questions measuring literal and inferential comprehension for each passage. The two forms of the test met the psychological criteria for parallel forms. The forms had statistically equal variances and intercorrelations but failed to meet the criterion of statistically equal means. Further statistical analyses and administration data are included. (Author/TO)

ED 066 719 CS 000 130

Grobler, C. van Eyk

Methodology in Reading Instruction as a Controlling Variable in the Constructive or Destructive Channeling of Aggression.

Pub Date 71

Note—157p.; Ph.D. Dissertation, University of Delaware

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,461, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Aggression, \*Behavior Change, Directed Reading Activity, \*Discovery Learning, \*Reading Instruction, \*Teacher Guidance, Teaching Methods

Identifiers—Directed Reading Thinking Activity

Fourth grade students (half of whom received reading instruction through the Language Experience Approach and the other half through the Basal Reader Approach since the first grade) were observed to determine the behavioral channeling of aggression when influenced by method of instruction. The methods were: (1) a Directed Reading-Thinking Activity (DR-TA) approach which provides an open, multifaceted communication structure where productivity, personalized discovery, and reflective thought become the motivators for channeling aggression constructively, and (2) a Directed Reading Activity (DRA) approach in which the teacher largely determines the course, quantity, and quality of learning and where aggression is channeled into destructive behavior. Observed in groups of approximately twenty, the children's behavior was recorded on a constructive-neutral-destructive rating scale. Evidence indicated that low IQ students displayed greater constructive behavior through the DR-TA approach, whereas the DRA approach produced more constructive behavior in high IQ students. Furthermore, the DR-TA approach elicited less destructive behavior in high IQ students, while the DRA approach produced more destructive behavior in low IQ students. (HS)

ED 066 720 CS 000 131

Figurel, J. Allen, Ed.

Better Reading in Urban Schools.

International Reading Association, Newark, Del.

Pub Date 72

Note—85p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 (\$3.00 non-member, \$2.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, Elementary Grades, Initial Teaching Alphabet, Language Skills, Oral Reading, \*Reading, \*Reading Development, \*Reading Improvement, \*Reading Instruction, Reading Skills, \*Urban Schools

The papers included this volume focus upon the reading problems faced by the child living in urban America. The scope of the papers encompasses such basic issues as "Social Variation in Language: Implications for Teaching Reading to Black Ghetto Children" and "The Training of Reading Teachers for the Disadvantaged." Other articles in this volume are: "The Effect of Training in the Cognitive Uses of Language Deficit of Disadvantaged Kindergarten Children," "Expanding Language Power of Young Black Children: A Literature Approach," "Reading Skills of Afro and Mexican-American Students," "i. t. a. as a Tool for Preventing Cumulative Language Deficit in Disadvantaged Children," "Influence of Non-standard Dialect on Oral Reading Behavior of Fourth Grade Black Children under Two Stimuli Conditions," and "Implications of Some Current Issues and Practices for the Reading Teacher." (Author/WR)

ED 066 721 CS 000 132

Trost, David McRoberts-Adair

Attitudes, Writing Fluency, Reading Achievement—A Comparison Between I. t. a. and T. O. Trained Children.

Pub Date 71

Note—116p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,023, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Initial Teaching Alphabet, \*Intelligence Quotient, Reading, \*Reading Achievement, Reading Comprehension, \*Reading Research, Sex Differences, Social Background, Vocabulary, \*Writing Skills

The purpose of this study was to determine whether children learning to read in the initial teaching alphabet (i.t.a.) and traditional orthography (TO) differ in general attitudes toward reading, in fluency in written expression, and in reading vocabulary and comprehension at the end of their second-grade school experience. Further, this study attempted to determine if the effectiveness of an i.t.a. approach as compared to a TO approach relates to IQ. The sample consisted of 71 pupils who had learned to read using i.t.a. materials and 85 who had learned to read using materials printed in TO. The data were analyzed using the analysis of variance technique and the t-test. Some of the findings were: (1) no significant differences were found between the attitudes toward reading of children taught by i.t.a. and TO approaches; (2) IQ, sex, and socioeconomic status of the child did not appear related to his attitude toward reading whether he was taught by the i.t.a. or by the TO approach; (3) the i.t.a. approach on fluency of writing might be related selectively to the upper and lower IQ ranges; and (4) in vocabulary, the i.t.a. students exceeded the TO students at the .001 level of significance. (Author/WR)

ED 066 722 CS 000 133

Harris, Margaret Anne Gilleland

A Syntactic Analysis of Two Types of Basal Reading Series.

Pub Date 71

Note—158p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,891, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Beginning Reading, \*Language Patterns, Readability, Reading, \*Reading Comprehension, \*Reading Materials, \*Reading Research, \*Syntax

Identifiers—\*Miscue Taxonomy

The purpose of this study was to determine whether: (1) a new basal reading series (N Series) contained a larger variety of sentence patterns in beginning reading materials than a traditional reading series (T Series); (2) the variety of

language patterns was systematically increased in beginning reading materials within either series; (3) the T Series contained fewer selected structures at each level associated with comprehension difficulty than the N Series; and (4) the T Series systematically controlled the introduction of such structures into the language of its reading texts. The Grammatical Function Category of the "Goodman Taxonomy" was used to define the syntactic patterns and devices included in the analysis. Twenty pages were randomly selected, and selected devices and patterns on those pages were counted. The results indicated: (A) the N Series and the T Series are more alike than different in terms of the selected structures and patterns; (B) Type 1 Analysis can be used in studies of readability; and (C) the limitations of the Grammatical Function Category of the "Goodman Taxonomy" and the limited amount of base line data for Type 1 Analysis substantially influenced the results of the present study. (Author/WR)

**ED 066 723** CS 000 134

**Swartz, Darlene J. Unruh**  
**The Relationship of Self-Esteem to Reading Performance.**

Pub Date 72  
Note—132p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,417, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**  
Descriptors—Family Attitudes, Grade 3, \*Reading Ability, \*Reading Level, Reading Research, School Attitudes, \*Self Concept, \*Self Esteem, Sex Differences, Social Attitudes

The purpose of this study was to compare the self-esteem inventory scores of third grade students with their scores from an informal reading inventory to determine whether there was a significant correlation between self-esteem and reading performance. The Self-Esteem Inventory, the Classroom Reading Inventory, and the Peabody Picture Vocabulary Test were administered to each student. Correlations, means, and standard deviation were computed. The results were: (1) instructional reading level was positively related to self-esteem; (2) the correlation between self-esteem and instructional level was not significantly different for boys and girls; (3) the relationship between self-esteem and reading was not significantly different for remedial readers and non-remedial readers; (4) the self-esteem of the students pertaining to school and home had a significant positive relationship to the instructional reading level; self and social self-esteem were not significantly related to the instructional reading level; (5) a positive correlation existed between hearing capacity level and the reading expectancy grade equivalent; and (6) mental age was positively related to the self-esteem for the total group. (Author/TO)

**ED 066 724** CS 000 135

**Hays, Warren Sherman**  
**Certain Relationships Between Word Recognition and Comprehension of Second and Fifth Grade Children.**

Pub Date 72  
Note—153p.; Ed.D. Dissertation, The University of Arizona

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-21,433, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**  
Descriptors—\*Elementary Grades, Reading, \*Reading Comprehension, Reading Level, \*Reading Processes, \*Reading Research, \*Reading Skills, Word Recognition

The basic purpose of this study was to determine the relation between word recognition and comprehension achieved when materials were read at various levels of readability. Also investigated were the lowest level of word recognition necessary to achieve a certain level of comprehension and the types of word recognition and comprehension errors made. The Informal Reading Inventory was administered to a random sample of 25 second and 25 fifth graders from three middle class metropolitan schools. Pearson product-moment coefficients of correlation were computed between word recognition and comprehension and were tested for significance. Tests of significance were also calculated among and

between the correlations. These analyses revealed that no relation between word recognition and comprehension existed for second and fifth graders, except for fifth graders reading fifth grade material. Comparison of word recognition percentages revealed that most of the subjects needed to achieve a word recognition percentage of 98 or 99 in order to have an accompanying comprehension score of 70 percent. (Author/WR)

**ED 066 725** CS 000 136

**Searls, Evelyn Fitch**  
**WISC and WPPSI IQ's and Subtest Patterns Related to First Grade Reading Achievement.**

Pub Date 71  
Note—147p.; Ed.D. Dissertation, University of Miami

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,898, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**  
Descriptors—\*Beginning Reading, Grade 1, \*Grade Prediction, Intelligence Tests, Predictive Ability (Testing), \*Reading Achievement, \*Reading Readiness, Reading Readiness Tests, \*Sex Differences

The purposes of this study were: (1) to compare the Wechsler Intelligence Scale for Children (WISC) and the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) as measures of individual intelligence of beginning first graders; (2) to determine the relationship of Verbal, Performance, and Full Scale IQ's of both tests to end-of-year reading achievement; (3) to determine if poor readers manifest any distinctive subtest patterns; and (4) to identify combinations of subtests from two group readiness tests and the IQ tests that best predict reading achievement for boys, for girls, and for the total group. Fifty children, evenly divided by sex, were tested. Some of the conclusions were: (1) the WISC and WPPSI are statistically equivalent measures of mental ability for beginning first graders; (2) poor readers do not exhibit marked deficiencies in specific aspects of tested intelligence, but good readers exhibit a proficiency on WISC and WPPSI arithmetic subtests; (3) verbal abilities appear to be better predictors than performance abilities for both boys and girls; and (4) the best predictors for the total group seem to be a knowledge of the environment and how to deal with it, a knowledge of letter names and initial consonant sounds, and an ability to use mathematical concepts. (Author/TO)

**ED 066 726** 24 CS 000 137

**Dansereau, Donald F.**

**Analysis of the Reading Comprehension Process: The Development and Utilization of an Assessment Technique and the Preliminary Exploration of Individual Differences in Perceiving Syntactic Complexities. Final Report.**

Texas Christian Univ., Fort Worth.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-F-055  
Pub Date Jun 72  
Contract—OEC-6-71-0528(509)

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Decoding (Reading), Reading, Reading Ability, \*Reading Comprehension, \*Reading Research, \*Reading Skills, Reading Tests, \*Sentence Structure, Word Recognition

The purposes of this research were to develop a new methodology for measuring comprehension and analyze individual differences in perceiving sentence difficulty. Written descriptions of commonly occurring visual scenes served as the stimuli in the new methodology. The reader's success in drawing a scene after viewing a written description of it served as a measure of his comprehension. Material was presented sequentially in a visual spatial mode or as a verbal description. The locations of scene objects were presented either in a random or systematic order, spatially proximal stimuli being presented contiguously in the systematic ordering. The results indicated that spatial presentation is better than verbal, and that systematic is substantially better than random. In addition, moderate but consistent relationships between task performance and reading ability were found. Two studies were conducted to explore individual differences in

perceiving sentence complexity. Multidimensional scaling and other more traditional analyses showed a marked difference between good and poor readers in their perception of a variety of sentence characteristics. (Author/WR)

**ED 066 727** CS 000 138

**Macomber, Lois P.**  
**The Developmental Aspects of Reading Comprehension.**

Pub Date Jan 72  
Note—30p.; Paper presented at the Annual Meeting of the Reading Institute (20th, January 12, 1972, Temple University)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Affective Behavior, \*Cognitive Development, \*Cognitive Processes, Developmental Reading, \*Language Development, Learning Theories, Perceptual Development, Perceptual Motor Learning, Reading, Reading Comprehension, Reading Development, \*Reading Processes, Sensory Training, Sequential Learning, \*Sequential Reading Programs

Identifiers—Piaget (Jean), \*Piaget Cognitive Development Theory

The purpose of this paper was to relate Jean Piaget's stages of the learning process to the developmental aspects involved in reading comprehension. The need to correlate the developmental stage of the child's mind with the right types of activities was stressed. When a child has succeeded in the task of relating knowledge and affect to language learning, the two processes have become interrelated and functional for the child. As he perceives the arbitrary symbol, the symbol is able to elicit the meaning and affect which the child has developed actively for himself. He is ready to move to the next stage of the language continuum, that of expressing his personal knowledge, feelings, and thoughts in terms of symbols or written words. Four points were made which should provide insight into the advanced stages of reading comprehension: to be functional, learning must be based upon understanding of knowledge; neither learning nor knowledge alone can facilitate reading comprehension; learning and knowledge complement one another within the language domain; the development of meaning and the learning of language are both complex and sequential. [Marginal reproducibility of Appendix A and B.] (RW)

**ED 066 728** CS 000 139

**Harris, Larry A., Comp. Kimmel, E. Marcia, Comp.**

**For the Reading Teacher: An Annotated Index to "Elementary English," 1924-1970.**  
National Council of Teachers of English, Urbana, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72  
Contract—OEC-0-72-4636

Note—78p.  
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 48184, \$3.00 non-member, \$2.70 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, Developmental Reading, Elementary School Curriculum, Elementary School Teachers, \*Indexes (Locators), \*Language Arts, \*Reading, \*Reading Instruction, Reading Interests, Reading Programs, Reading Readiness, Remedial Reading, Teacher Improvement

This index is a listing of those articles from "Elementary English" which are of interest to teachers and researchers working in the varied areas of reading. The citations are organized into categories which are familiar to those educators, and the detailed Table of Contents serves as a subject index to the volume. An author index is also provided. (Author)

**ED 066 729** CS 000 140

**Smith, Richard Lee**  
**A Factor-Analytic Study of Critical Reading/Thinking, Influenceability, and Related Factors.**

Pub Date 71  
Note—137p.; Ed.D. Dissertation, University of Maine

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15, 652, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**



Descriptors—\*Critical Reading, \*Critical Thinking, Individual Characteristics, Personality, \*Reading Research, \*Sex Differences

The primary purpose of the study was to investigate the relationship between critical reading/thinking and influenceability and the relationships among critical reading/thinking and influenceability, personality factors, intelligence, reading, aptitude, and grade-point average. A high school senior class consisting of 123 males and 108 females was the sample population used. On the basis of the results obtained from factor analyses of the data, the following conclusions were drawn: (1) there appears to be no important relationship between critical reading/thinking and influenceability; (2) critical reading/thinking is more strongly related to personality among males than among females; (3) critical reading/thinking is more closely related to intelligence, reading, aptitude, and grade-point average among females than among males; (4) critical reading/thinking displays greater factor homogeneity among females than among males; and (5) influenceability does not appear to be significantly related to personality factors, intelligence, reading, aptitude, or grade-point average. (Author)

ED 066 730 CS 000 141

Wuycheck, Eileen Champ

*A Comparison of Tutors and Nontutors in Reading Achievement.*

Pub Date 71

Note—135p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,363, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Disadvantaged Youth, \*Elementary Grades, Grade 3, Grade 5, Reading, \*Reading Achievement, Reading Improvement, Reading Research, \*Student Attitudes, \*Tutorial Programs

This investigation studied the effects upon reading achievement through tutorial participation. Fifth grade inner-city students tutored third graders. One fifth grader tutored the same three third graders daily on a one-to-one basis. One teacher in each school supervised high school coordinators and the tutoring teams. Third grade teacher conferred regularly with the supervising teacher about reading games to be used in skill development. It was concluded from the evidence that tutoring was effective in promoting reading achievement for tutors, but that achievement of tutees was not significantly different from that of third graders in a regular class setting. Improvements in attitudes of both groups toward school and their relationships with school personnel were especially encouraging. The study concludes by recommending that similar programs be implemented for disadvantaged fifth graders during the regular school year. (Author/WR)

ED 066 731 CS 000 142

Dillner, Martha Harriet

*The Effectiveness of a Cross-Age Tutoring Design in Teaching Remedial Reading in the Secondary Schools.*

Pub Date 71

Note—205p.; Ed. D.; Dissertation, The University of Florida

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,671, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Cross Age Teaching, \*Reading Ability, Reading Achievement, Reading Programs, Remedial Instruction, \*Remedial Reading, Remedial Reading Programs, Secondary Grades, \*Self Concept, \*Student Attitudes, Tutoring

The major purpose of this study was to ascertain the growth in reading skills, self-concepts, attitudes toward school, and social relationships of a selected group of senior high school remedial readers who had served as tutors in reading for junior high school remedial readers. The study lasted almost one school year. The tutors were volunteers from a low ability English class, and thirteen randomly selected students of comparable ability served as a control group. Standardized reading and self-concepts tests were given both groups at the beginning and end of the study. Tutors attended a one-hour seminar the day before each weekly tutoring session to

prepare their lessons and a short seminar immediately following each session to evaluate the tutoring and make plans for improvement. Though the tutors gained significantly in many areas, the only significant difference in reading skills between the groups was in poetry comprehension, and the only difference in self-concept was in autonomy. There was no significant difference in the relationship between reading and self-concept or between reading and attitude toward school. Looking at each group separately, a significant relationship between growth in reading and growth in attitude toward school existed for the tutors. (Author/TO)

ED 066 732 CS 000 143

Walter, Sherry Catherine

*An Assessment of the Effects of Grouping According to Sex on the Achievement of Reading in the First Grade.*

Pub Date 71

Note—103p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7523, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, Childhood Attitudes, Discipline Problems, \*Grade 1, \*Reading Achievement, Reading Level, Reading Readiness, Reading Research, \*School Attitudes, \*Sex Differences, Social Attitudes

This study investigated possible differences in reading achievement of first graders when grouped by sex. The study also explored whether these groups' attitudes toward school, learning, and new experiences varied and, if so, how this affected reading achievement. Children were placed in five classrooms: one class of boys, one of girls, and three of both girls and boys. Computation of various interactions between these groups led to these conclusions: (1) regardless of grouping, first grade girls appeared to achieve more highly in reading than boys; (2) the all-girl class achieved more highly in reading than girls in the mixed class; (3) the attitudes of the girls in the all-girl group were lower than the attitudes of both the girls in the mixed group and the boys in the all-boy class; (4) there was no significant advantage in reading achievement or attitude for homogeneously grouped boys compared to heterogeneously grouped boys. Since the achievement gains of the girls in the all-girl class did not compensate for their poor attitudes, this class was not continued the next year, but the all-boy class was continued. The author suggests that further investigation be pursued into the social dynamics of a first grade classroom and into what is measured by various reading tests. (Author/DI)

ED 066 733 CS 000 144

Weigert, Barbara Ann

*A Comparison of the Effects of Two Remedial Reading Programs on the Reading Achievement of "Retarded" Readers.*

Pub Date 71

Note—127p.; Ph.D. Dissertation, Ohio University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-9598, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Basic Reading, \*Elementary School Students, Grade 2, Grade 3, Grading, \*Instructional Materials, \*Reading Achievement, Reading Research, \*Remedial Reading Programs

Identifiers—\*Elementary Secondary Education Act Title I

This study investigated whether there was a significant difference in the mean achievement scores of second and third grade remedial reading pupils taught by two different programs. The approaches used were (1) a basal reader program in both regular and remedial reading classes and (2) a basal reader program in the regular classroom supplemented by multimaterials in remedial reading classes. Children in both the Basal-Basal program and the Basal-Multi program received reading instruction in basal reader programs and in special reading classes in Title I reading centers. The main hypothesis tested was that the mean scores of the Basal-Basal group would be higher than the mean scores of the Basal-Multi group. Other hypotheses concerned effects of the different variables—schools, grades, and classes—and

interactions between treatments and variables. The main hypothesis was not proven, but the findings showed significant differences in mean scores among the three schools in the study and between the two grade levels. No significant interaction was found between treatment and schools, grades, or classes. (Author/DI)

ED 066 734 CS 000 145

Cushenbery, Donald C.

*Remedial Reading in the Secondary School.*

Pub Date 72

Note—249p.

Available from—Parker Publishing Company, Inc., West Nyack, N. Y. 10994 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Reading Instruction, \*Reading Skills, Reading Tests, \*Remedial Reading, \*Remedial Reading Programs, Secondary Education, Student Motivation, Study Skills, \*Teaching Guides, Vocabulary Development

Developed for secondary school teachers who are looking for effective ways to develop and extend the reading skills of students, this handbook provides the teacher with a description of programs, tested lessons, and methods used. It also includes suggestions for (1) understanding the comprehension skills and the kinds of assignments necessary for effective reading comprehension, (2) understanding the nature of study skills and how activities can be planned to strengthen these abilities, (3) nurturing literary interests to help students become lifetime readers, (4) motivating students to employ a multiple approach to word attack, and (5) building reading skills for disadvantaged students. Each of the ten chapters details procedures that can be used and shows the educator how to analyze reading tests to determine the reading status of all pupils and how to provide each pupil with the appropriate reading materials. Appended are lists of instructional materials, audiovisual devices and media, periodicals for youth, an annotated professional book list for teachers, a professional journal list for teachers, and a list of publishers and their addresses. (HS)

ED 066 735 CS 000 146

Teacher Aide and Supervising Teacher Training

*Project Report 1971-1972.*

Parkland Coll., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, Classroom Observation Techniques, Individualized Instruction, \*Inservice Teacher Education, \*Master Teachers, \*Paraprofessional School Personnel, \*Practicums, Practicum Supervision, Preservice Education, Program Evaluation, School Administration, \*Teacher Aides, Teacher Education Curriculum, Teacher Interns, Teacher Orientation, Teacher Placement, Urban Teaching

Identifiers—\*Educational Professions Development Act

Concern for student improvement and recognition of the importance of individualizing instruction provided the rationale for this project. A definite need was seen for paraprofessionals to help teachers with instruction, not just with clerical work. The project was organized so that teacher aides received on-the-job experience concurrently with their own college work. Three goals were identified: to recruit, select, and train aides for grades K through twelve; to provide workshops for master teachers to help them use and supervise their aides; and to distinguish clearly the responsibilities of aides and teachers. The report includes descriptions of the organization of the project, the recruitment of candidates, the selection of aides and teachers, the orientation of the teachers, the preservice and inservice curriculum, a teachers' workshop, an evaluation of the program, a data and summary section, placement and followup, and an appendix. The project was judged successful—of the 18 students graduated, 67 percent have been placed on the job for 1971 and 1972 and 33 percent are returning to school. (DI)

ED 066 736 24 CS 200 071

Caffee, Robert C. And Others

Pronunciation of Synthetic Words with Predictable and Unpredictable Letter-Sound Correspondences. Technical Report No. 71.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—TR-71

Bureau No.—BR-5-0216

Pub Date Feb 69

Contract—OEC-5-10-154

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Artificial Speech, College Students, Comparative Analysis, Grade 3, Grade 6, Grade 11, Linguistic Performance, Phonetics, \*Pronunciation, \*Reading Processes, \*Reading Research, \*Reading Skills, Research Methodology, Research Reviews (Publications), Word Lists, Word Recognition

The acquisition of Literacy Project's basic goal is to determine the processes by which children learn to read, and to identify reasons many fail to learn. One part of the process is the formation of correspondences between letter patterns and the sounds for which they stand. To determine the extent of such correspondences, tests of pronunciation of synthetic words were conducted. A list of these words was prepared to test the pronunciation of predictable patterns, such as (final "e", "c" before "e" and "i", and "c" before "a", "o" and "u"), and unpredictable patterns (vowel digraph spellings such as "ai" and "ou"). Responses were recorded and transcribed by graduate students trained in phonetics. Participants were third, sixth and eleventh graders, and college students. A good third grade reader showed mastery of predictable letter-sound correspondences. This mastery increased through high school, but correlation with reading achievement decreased, presumably because this ability is only one of many necessary for skilled reading. Poor readers made more and wild errors in correspondences than good readers. (Author/GR)

ED 066 737 CS 200 072

English Literature Grades 7-9.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Pub Date 72

Note—114p.

Available from—Instructional Objectives Exchange, P. O. 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, \*English Curriculum, Grade 7, Grade 8, Grade 9, Junior High Schools, \*Language Arts, Language Instruction, \*Literary Genres, \*Literature, Novels, Poetry, Questionnaires

This collection is composed of 16 objectives and evaluation items for Junior High School Literature, grades 7-9. It includes objectives on poetry and the novel. Each objective contains three elements: (1) the objective, (2) measurement items, and (3) means for judging the adequacy of the student response. Each objective is stated in operational terms and is identified by a category and a sub-category which serve to define and limit it. There are two categories in this collection, the "Novel" and "Poetry." Sub-categories for the novel are: Characterization, Motivation, Conflict and Climax in Plot, Theme, Point of View, Tone, Setting, Relation of the Novel to Experience, and Genre. Poetry sub-categories are: Characterizations, Genre, Figurative Language, Diction, Repetitive Sound, Tone and Evaluation Process. The behavior and the content of the objective have been selected to help the student master processes and concepts by applying knowledge, by analyzing assigned literary works and synthesizing his responses. Six measurement items accompany each objective designed to test the student's ability to perform the desired behavior. To aid the teacher in evaluating and assessing the students' work

criteria have been provided in the form of a prototype answer designed to demonstrate the process called for in the objective. User questionnaires are included. (GR)

ED 066 738 CS 200 073

English Literature Grades 10-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.; Council on Environmental Quality, Washington, D.C.

Pub Date 72

Note—236p.

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Dramatics, Educational Objectives, \*English Curriculum, Essays, Grade 10, Grade 11, Grade 12, \*Language Arts, Language Instruction, \*Literary Genres, \*Literature, Mythology, Poetry, Questionnaires, Senior High Schools, Short Stories

This collection is composed of objectives and evaluation items in poetry, novel, short story, drama, and essay for Senior High, Grades 10-12. Each objective contains four elements: (1) the objective, (2) measurement items, (3) means for judging the adequacy of the student response, and (4) an IOX (Instructional Objectives Exchange) acceptability rating. Each objective is stated in operational terms and identified by a category and sub-category. For example, the novel, sub-category "genre" includes such types as detective, historical, novel of incident, novel of manner, psychological novel, and regional novel. The following sub-categories can be applied to each objective, tone, point of view, characterization, setting, motivation, symbolism and figurative language. Six measurement items are designed to test the student's ability to perform the desired behavior. To aid the teacher, two principles of evaluation are given: (1) teach a process rather than specific facts (criteria are provided in the form of prototype answers), (2) the adequacy of response to an item depends partly on proof contained within context of work and the student's interpretation supported by reference to the text. Lists of poems, plays, short stories, Greek and Roman myths, and essays cited in the items are included. User questionnaires accompany the collection. (GR)

ED 066 739 CS 200 074

Language Arts: Composition Skills K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—241p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—Ballads, \*Behavioral Objectives, \*Composition Skills (Literary), Connected Discourse, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, Elementary Schools, \*English Curriculum, Expository Writing, Haiku, Kindergarten, \*Language Arts, Language Instruction, Paragraphs, Poetry, Secondary Schools

There are 127 basic composition objectives in this revised collection for use in kindergarten through high school. At least one evaluation per objective is given. The objectives are organized as follows: (1) Story Writing which covers fanciful and realistic types such as: myths, fable, short story, fiction, and writing dialogue; (2) Letters both social and business; (3) Figurative and Descriptive Language such as: personification, metaphor, simile, alliteration, and onomatopoeia; (4) Poetry Skills such as recognition of metrical patterns, and rhyme schemes; (5) Poetry Writing such as: narrative, lyric, haiku, ballad, sonnet, and cinquain. Paragraph Form Development objectives are as follows: (1) Expository, topic sentence, direct and indirect sentence links; (2) General Expository methods on how and when to write paragraphs; (3) Narrative development, chronology, and summarized and dramatized narrative; (4) Descriptive development; (5) Discursive Development, inductive and deductive organization; (6) Generative development defining

a paragraph as a sequence of structural related sentences. Some references on essays and rhetorical are included. (GR)

ED 066 740 CS 200 075

Language Arts: Comprehension Skills K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—107p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, Elementary Schools, \*English Curriculum, Kindergarten, \*Language Arts, Language Instruction, \*Listening Comprehension, \*Reading Comprehension, Secondary Schools, Visual Aids

Identifiers—\*Comprehension Skills

This revised collection contains 91 objectives and evaluations for kindergarten through grade 12. Objectives appear in four sections: (1) Literal Comprehension, (2) Interpretation, (3) Vocabulary and Word Meaning, and (4) Comprehension of Non-written Materials. In Literal Comprehension the objectives contain location of specific information and details, identification of the main idea, fact versus non-fact, and similarities and differences in presentation of similar content. Interpretation includes the following: Prediction of outcomes; Conclusions; Drawing of inferences from given content; Interpretation of the qualities, motives or emotions revealed by main character(s), and cognizance of author's point of view, purpose and understanding of narrative techniques. Vocabulary deals with unfamiliar vocabulary through structural aid and analyzing of denotations by context. Comprehension of Non-written materials covers oral performance (radio, recordings), visual auditory performances (theater, film, T.V.), analyzing the intent of a dramatic presentation in a visual-auditory medium, describing and analyzing the effects of techniques unique to a visual medium such as T.V. Under this new format an attempt to present this material according to skill areas as opposed to grade levels is made. For the non-reader, there are many illustrations throughout the text. (GR)

ED 066 741 CS 200 076

Language Arts: Decoding Skills K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—142p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Auditory Discrimination, \*Behavioral Objectives, Consonants, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, Elementary Schools, English Curriculum, Kindergarten, \*Language Arts, Language Instruction, \*Listening Skills, Pronunciation, \*Reading Skills, Secondary Schools, Sight Vocabulary, Vocabulary, Vowels, Word Lists

Identifiers—Dolch Basic Word List

This revised collection for kindergarten through high school, containing 118 objectives with 5 evaluation items per objective, is organized as follows: (1) Discrimination: the ability to discriminate between auditory sounds, colors, rhymes, and word meanings; (2) Sight vocabulary: a 250 word basic sight list; (3) Recognition of letters by name (upper and lower case printed, script, or cursive); (4) Recognition of sounds and their association with letters such as: long and short vowels, and single and initial consonants; (5) Pronunciation of letter combinations and words such as variant pronunciation of consonant and vowel, and consonant combinations. As an appendix, a breakdown of the "Dolch Basic Word List" by levels is provided. As additional teaching aides for the non-reader, many sample items include word pictures. (GR)

ED 066 742 CS 200 077

Language Arts: Listening, Oral Expression, and Journalism K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—160p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Curriculum Guides, Educational Objectives, Elementary Schools, English Curriculum, Evaluation, Item Analysis, \*Journalism, Kindergarten, \*Language Arts, Language Instruction, \*Listening, Measurement, Objective Tests, \*Oral Expression, Secondary Schools

Identifiers—Toulmin's Model

This is the first revision of this collection for students in grades kindergarten through high school. The Listening section contains 31 objectives with one or more evaluation items in the following major categories: (1) Affective Listening, (2) Comprehension and Interpretation, and (3) Analytical Listening and Critical Listening. Oral Expression of 50 objectives comprises the following two areas: Speech and Oral presentation. The techniques of preparation include intonation, pronunciation, and articulation. Oral interpretation is defined as the art of communicating the ideas conveyed in a literary work through the media of speech. Oral presentation category includes small group discussions, panel discussions, and debate. Attached to this material are two appendices: (1) Debate: Units of Proof and Toulmin's Model; and (2) General summary of possible criteria for evaluation speech activities. The Journalism section contains 19 objectives in the following areas: Journalistic Techniques and Journalistic Forms. News leads and headlines make up the Journalistic Technique. News stories, interviews, feature stories, editorials, columns, and reviews (book, movies) are all areas of journalistic form. Not covered in this collection are magazine and television news. (GR)

ED 066 743 CS 200 078

Language Arts: Mechanics and Usage K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—104p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Diction, Educational Objectives, Elementary Schools, \*English Curriculum, \*Grammar, Kindergarten, \*Language Arts, Language Instruction, \*Language Usage, Punctuation, Secondary Schools, Sentence Structure, Skill Development

This revised collection is presented in a new format. Each objective consists of stating the general objective, giving directions, sample items, and answers. Objectives covering a wide range of writing problems are included emphasizing the improvement of clarity in expression. The text is divided into two categories: Mechanics and Usage. There are 42 objectives in the Mechanics category. Sub-categories include capitalization and punctuation such as: terminal punctuation, abbreviations, simple and complex sentences, colons, and practice in integrating capitalization and punctuation. Usage includes sentence sense, diction, agreement, and exactness. Sentence precision stresses reduction of wordiness, effectiveness, and accuracy. The material is presented according to skill areas as opposed to grade levels. (GR)

ED 066 744 CS 200 079

Language Arts: Structural Analysis K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—73p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, Elementary Schools, \*English Curriculum, \*Etymology, Grammar, Kindergarten, \*Language Arts, Language Instruction, Reading Skills, Secondary Schools, Sentence Structure, \*Word Recognition

This revised collection is designed for students from kindergarten through high school contains 78 objectives in the following major categories: (1) individual word forms, (2) multiple word forms, (3) division of the form, and (4) history of the form. The individual word form is organized into four sections dealing with changes occurring within the word unit and the affixes which may be added: (a) past and present inflections and suffixes, rules such as doubling final consonants, changing "y" to "i", dropping the final "e" and irregular verb forms; (b) noun plurals with rules such as the plural suffix, irregular plural forms and the plural forms of letters, numbers, dates, and compound words; (c) possessives, suffixes for singular and plural nouns and irregular nouns; (d) derivational affixes, suffixes of nouns, verbs, adjectives, and adverbs which change their functions in the sentence. Examples of multiple word forms such as contractions, abbreviations, and compound words are presented. Division of the word form deals with syllabication and accenting. History of the form, its etymology is given. "Notes to the Teacher" cover additional material for further questions, more definitions and rules to clarify the topic. (GR)

ED 066 745 CS 200 080

Language Arts: Study and Reference Skills K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—125p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—Alphabetizing Skills, \*Behavioral Objectives, Composition Skills (Literary), Criterion Referenced Tests, Curriculum Guides, \*Educational Objectives, Elementary Schools, \*English Curriculum, Kindergarten, \*Language Arts, Language Instruction, Mass Media, \*Reference Materials, Secondary Schools, \*Study Skills

The purpose of this revised collection is to help prepare students in kindergarten through high school to do better work in all subjects. Usually one sample item is included for each objective, and it can be simplified or sophisticated according to any age group. This material is divided into two sections: (1) Reference Skills, and (2) Study Skills. The first is meant to guide the student in collecting information independently by using the following means: (a) alphabetizing materials, (b) locating information in a book, (c) using a dictionary, (d) a telephone directory, (e) library reference books, (f) library skills, (g) mass media (T.V., Radio, Film Strips), and (h) checking discrepancies in data. The second section, Study Skills, aims specifically at getting the maximum learning out of any material presented, such as by following direction, taking notes, organizing information, summarizing information, and independent study. Criteria for preparation of a research paper are also included. (GR)

ED 066 746 CS 200 081

Language Arts: Traditional Grammar K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—107p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, Elementary Schools, \*English Curriculum, Kindergarten, \*Language Arts, Language Instruction, Secondary Schools, \*Sentence Structure, Structural Grammar, \*Traditional Grammar

This revised collection of 249 objectives and related evaluation items for kindergarten through

twelfth grades is organized into two sections: (1) Grammatical Form, and (2) Sentence Analysis. This text departs from many traditional grammar materials by having parts of speech featured in two sections: (1) Form and word meaning (including comparison forms of descriptive words), and (2) Function of parts of speech within sentences (after being introduced to the sentence pattern); their meanings in relation to other parts of the sentence are then explained. Emphasis is placed upon nouns and other commonly used parts of speech and their relationship to other parts of sentences. The primary grades will find objectives under Grammatical Form more suitable for them than under Sentence Analysis; however, some objectives appropriate to the primary student, even to the non-reader, can be found in the latter section. (GR)

ED 066 747 CS 200 082

Language Arts: Transformational Grammar K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 72

Note—207p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, Elementary Schools, \*English Curriculum, \*Kernel Sentences, Kindergarten, \*Language Arts, Language Instruction, Secondary Schools, Sentence Diagramming, Sentence Structure, Traditional Grammar, \*Transformational Generative Grammar

Identifiers—Roberts (P Paul)

This collection on transformational grammar has two general content areas: Sentence Components, and Transformations. The method of approach differentiated between traditional grammar and transformational grammar. The objective normally begins with a simple conventional declarative sentence known as the "kernel" which is then transformed into a complex structure to satisfy the objective by adding or rearranging transformational sentence components. Elaborate diagrammatic analysis is applied in the study of complex sentence structure. Transformational grammar is in the process of acquiring a common language, whereas traditional grammar has an established repertoire of terminology and procedures for grammatical analysis. A guide is provided for transformational terminology and rules with their corresponding traditional vocabulary. The textbook "English Sentences" by P. Paul Roberts was used as a reference. (GR)

ED 066 748 CS 200 083

DiGiulio, John Berardi, Zita

Quest for Utopia, Literature: 5114.71.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—15p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Characterization (Literature), Content Analysis, Evaluation, \*Literary Conventions, \*Literary Criticism, Literature, \*Literature Appreciation, Literature Reviews

Identifiers—\*Quinmester Program, Utopia

One of a series of quinmester programs, this course is designed to introduce the student to significant literature that illustrates the gulf between the vision of a perfect society and the realities of human nature. Course content consists of the characteristics of a Utopian society, a definition of Utopia, attitudes toward Utopia, the relation of Utopia to society, and the student's evaluation of Utopia. Teaching strategies include individual project work, writing assignments, lectures, and the use of resource personnel. Through the study of Utopian societies students will gain skills in reading, writing, speaking, character study and evaluation. A resource list for students and teachers includes textbooks, paperback books, and films. (RS)

ED 066 749 CS 200 084

Hendrick, Ann

Comparative Dialects: English, Vocabulary. 5112.23.

Dade County Public Schools, Miami, Fla.

Pub Date 71



Note—24p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Dialects, Language Patterns, Language Usage, Listening Skills, Mutual Intelligibility, \*Nonstandard Dialects, \*Regional Dialects, \*Social Dialects  
Identifiers—\*Quinmester Program

A course to make students aware of the patterns of the different dialects of American English is offered by the Dade County Public Schools. Designed to foster tolerance for other ways of speaking, the quinmester program helps students to determine their own dialect and to compare it with alternative forms of speech. The course content includes a definition of dialect, a study of the regions of dialect, causes for dialects, identification of dialect variables, and a survey of dialects. Learning activities center around dialect examples from literature, newspapers, radio, and television. The course guide contains a list of suggested literature, as well as a list of student and teacher resources such as textbooks, magazines, and media resources. (RS)

ED 066 750 CS 200 085

Kenzel, Elaine Williams, Jean  
Creative Writing: Short Stories—English, Creative Writing. 511.36.

Dade County Public Schools, Miami, Fla.  
Pub Date 71

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Composition (Literary), \*Creative Writing, Descriptive Writing, Expository Writing, \*Short Stories, Writing Skills  
Identifiers—\*Quinmester Program

Form, content, and style are stressed in this quinmester program in the creative writing of short stories. The program, which is offered by the Dade County Public Schools, is designed for students who wish to improve their writing skills in order to compose a structured short story. Among the learning activities suggested by the program are awareness exercises; cultivation of sensory experiences; discussions of books, plays and movies; and character study. A resource list for students and teachers includes textbooks, reference materials, films, filmstrips, audio tapes, and records. (RS)

ED 066 751 CS 200 086

Knowles, Marlene Wardell, Arlene  
Everyday Reading and Writing: English. 511.24.  
Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Audiovisual Aids, \*English Curriculum, Listening Skills, Mass Media, Oral Communication, \*Structural Grammar, \*Writing Skills  
Identifiers—\*Quinmester Program

A curriculum guide to help students improve their everyday English skills has been designed for the Dade County Public Schools. The course, for grades 8 through 12, is to help students learn to read, write, and interpret letters, business forms, instructions, signs, maps, and magazines. The practical subject matter emphasizes basic reading and writing skills in large, small, and independent study activities. Use of audiovisual aids is an integral part of the program. Activities for the quinmester program include a survey project, a family banking project, a map-making project, a travel project, and a career project. The curriculum guide contains a list of available student and teacher resources including textbooks, films, and tape recordings. (RS)

ED 066 752 CS 200 087

Cazden, Courtney B., Ed. And Others  
Functions of Language in the Classroom.

Pub Date 72

Note—394p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, N.Y. 10027 (cloth \$9.50, paper \$5.95)

Document Not Available from EDRS.

Descriptors—Anthropology, \*Language Research, Language Usage, Linguistics, \*Minority Group Children, Negro Dialects, Nonverbal Communication, Sign Language

One of a series on Anthropology and Education by the Columbia Teachers College Press, this is a group of papers with a common focus upon language behavior in the classroom. The emphasis of the authors is not on the structure of language, but on how language is used to communicate between teachers and students. The book is divided into three parts: Perspectives from Nonverbal Communication, Varieties of Language and Verbal Repertoire, and Varieties of Communication Strategies. Among the problems discussed are sign language, bilingualism, Black uses of English, and learning studies among Indian children. Each essay, many of which are written by members of minority groups who have experienced difficulty in communication, is followed by a bibliography. (RS)

ED 066 753 CS 200 088

Calkins, Elizabeth McGhan, Barry

Teaching Tomorrow: A Handbook of Science Fiction for Teachers.

Pub Date 72

Note—111p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$2.20)

Document Not Available from EDRS.

Descriptors—Booklists, \*English Instruction, Literary Genres, Mass Media, \*Science Fiction, Teaching Guides

Science Fiction appeals to young people and is suited for use in a wide range of classrooms. This handbook of Science Fiction for Teachers suggests ways of using Science Fiction to teach literature and English skills. Study guides based on two Science Fiction stories are presented, with activities such as individual papers and small group activities suggested. Included in the handbook are lists of publishers, professional magazines, amateur publications, conventions and organizations, and movies. Other compilations are Science Fiction for Girls, Critical Works, and an extensive list of recommended novels. (RS)

ED 066 754 CS 200 089

Clegg, A. B., Ed.

The Changing Primary School. Teachers Speak on Adapting New Ways.

Pub Date 72

Note—175p.

Available from—Schocken Books, 200 Madison Avenue, New York, N.Y. 10016 (\$6.95)

Document Not Available from EDRS.

Descriptors—\*Curriculum Development, Disadvantaged Youth, \*Educational Change, \*Elementary School Students, Parent Teacher Cooperation, School Organization, Slum Schools, \*Social Factors, Student School Relationship, \*Teacher Attitudes

Identifiers—\*British Infant Schools, History of British Primary Schools

Written by teachers for other teachers, this book is a collection of statements which show the changes that have occurred in British primary schools in recent years. Recollections of 80 years of change are followed by teacher's eye views of how teaching had changed, as have attitudes towards children and parents. Several accounts show how teachers' approaches have changed from giving orders to planning together with the children. Many of these essays are written by teachers in underprivileged urban areas who must contend with difficult teaching conditions. The final section of the book deals with the problems which still confront the primary schools. (RS)

ED 066 755 CS 200 090

Clareson, Thomas

Science Fiction Criticism: An Annotated Checklist.

Pub Date 72

Note—243p.

Available from—The Kent State University Press, Kent, Ohio 44240 (\$7.00)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Booklists, Book Reviews, Books, \*Literary Criticism, Literary Genres, Resource Materials, \*Science Fiction

An expansion of the list published in "Extrapolation" between May 1970 and May 1971, this book contains approximately 800 entries of science fiction criticism. Divided into special categories, all items are annotated and explicitly discuss science fiction. The nine categories of science fiction criticism are Literary Studies; Book Reviews; the Visual Arts; Futurology; Utopia, and Dystopia; Classroom and Library;

Publishing; Specialist Bibliographies; Checklists, and Indices; and The Contemporary Scene. (RS)

ED 066 756 CS 200 091

Hoffman, Miriam Samuels, Eva

Authors and Illustrators of Children's Books: Writings on Their Lives and Works.

Pub Date 72

Note—471p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036 (\$12.95)

Document Not Available from EDRS.

Descriptors—\*Artists, \*Authors, Biographies, Books, \*Childrens Books, Illustrations, Libraries, Reference Books

A compilation from periodicals, newspapers, and journals over a 21-year period, this volume is a collection of 50 articles by and about contemporary authors of children's books. This book of readings provides background information about the authors and author-illustrators for children's librarians and students of children's literature. Each selection is followed by an editor's note which includes awards and honors received, updated biographic information, and recent works. An appendix lists books, both in and out of print, by the subjects of this volume. (RS)

ED 066 757 CS 200 092

Danner, Fred W. Taylor, Arthur M.

Integrated Pictures and Relational Imagery Training in Children's Learning.

Pub Date Apr 72

Note—19p.; Paper presented at Annual Meeting of American Educational Research Assn. (Chicago, Apr. 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Grade 1, Grade 3, Grade 6, Imagery, Language Research, Multisensory Learning, \*Nominals, \*Pictorial Stimuli, Recall (Psychological), Research Reviews (Publications), \*Second Language Learning, Training

The effects of integrated pictures of nouns, training in imagining relations between separate pictures of nouns, and the combination of training and integrated pictures on the recall of noun triplets were assessed in children from grades one, three, and six. The cued recall of nouns under these three conditions was from 2 to 6 times greater than that of the control group in all 3 grades. In grade 6, these children who had been trained to generate their own relations between the pictured nouns recalled significantly more than those who had been shown integrated (i.e., already related) pictures of the nouns. It was suggested that encouraging young children to seek out and generate relations between items to be learned might help them become aware of and more confident of their ability to improve their own learning efficiency. (Author)

ED 066 758 24 CS 200 093

Folb, Edith A.

A Comparative Study of Urban Black Argot. Final Report.

California Univ., Los Angeles. Dept. of Linguistics; Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No—BR-01-055

Pub Date Mar 72

Grant—OEG-9-70-0030(057)

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Caucasians, Comparative Analysis, Dialect Studies, Disadvantaged Youth, \*Language Research, \*Language Styles, Males, Minority Groups, \*Negro Dialects, Nonstandard Dialects, Slum Environment, Social Differences, \*Speech Habits, \*Urban Language, Verbal Communication, Vocabulary  
Identifiers—\*Los Angeles

A current vocabulary of argot terms and meanings was collected from a Black male control group in the South Central Los Angeles ghetto. This lexicon was used to elicit and compare responses from 5 male groups of youths between 15 and 20 years old. Two of the groups consisted of lower class blacks separated geographically. The other groups were composed of middle class Blacks, middle class whites, and lower class whites. The data confirmed the existence of a well-formed argot known to all members of the South Central group. Although lower class whites live in close proximity, their knowledge of the argot was limited. Lower class Blacks in Venice,

over 10 miles away, demonstrated a mastery of the argot. Middle class Blacks were not as fluent in the argot as lower class Blacks, but their facility was greater than either of the white groups. Those in the white and middle class Black group familiar with the argot were linked through illegal or anti-social life experiences. (Author/RS)

**ED 066 759** CS 200 094

*Olmsted, D. L.*

**Out of the Mouth of Babes: Earliest Stages in Language Learning** (Janua Linguarum Series Minor 117.)

Pub Date 71

Note—260p.

Available from—Humanities Press, 303 Park Ave. South, New York, N.Y. 10010 (\$12.00)

**Document Not Available from EDRS.**

Descriptors—\*Articulation (Speech), Books, Child Development, \*Child Language, Communication (Thought Transfer), Consonants, \*Early Childhood, English, Error Patterns, Language, Linguistics, Phonemics, Phonetics, \*Phonology, Pronunciation, Vowels

This project began with a theory about the prediction of errors in children's attempts to pronounce utterances modeled for them by adults. Subjects were children from 15 to 54 months old in all positions in the family. The sample from each child was an unprompted utterance judged to be an attempt to say something in English. Differences between the mother's utterance and the child's are errors; the results show more errors based on place, friction, or duration than on voicing and nasality. In a study of phones attempted by the subjects, the investigator found that the co-existence of success and error is strongly correlated with the extent to which the phone is attempted. A study of phonal position reveals that the initial position confers an advantage upon phones of all 3 types at all ages. Medial position is next most advantageous for consonants, but least advantageous for vowels. Success in pronunciation depends upon more than the frequency of utterance. (RS)

**ED 066 760** CS 200 095

**Books for the Teen Age 1972.**

New York Public Library, N.Y.

Pub Date 72

Note—64p.

Available from—Office of Young Adult Services, The Branch Libraries, 8 East 40th Street, New York, N.Y. 10016 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—Adolescents, Autobiographies, Bibliographies, Biographies, \*Booklists, Drama, \*Library Material Selection, Literature Guides, Novels, Poetry, Short Stories, \*Teenagers

Each year, the New York Public Library publishes a reading list for teen-agers. This edition of "Books for the Teen Age" contains an index by subject as well as an alphabetical index. Each general topic, such as The Global Village or Science, is followed by a list of more specific subjects. Among the subjects of interest to the teenager are Black America, the Changing Scene, Drugs, War and Peace, and Sports. All selections are followed by a one line annotation of the book. (RS)

**ED 066 761** CS 200 096

*Dobberstein, Kathleen Drzick, Kathleen*

**Producing a Multimedia Presentation.**

Michigan Council of Teachers of English, Ann Arbor.

Pub Date 71

Note—25p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 45249, \$1.00 non-member, \$.80 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Audiovisual Aids, \*English Instruction, Films, Journalism, Language Arts, \*Multimedia Instruction, Periodicals, Photographs, Slides, Tape Recordings, Teaching Guides, Teaching Methods, \*Writing Skills

Based on the poem "1960s: Decade of Muffled Drums," this guidebook suggests how multimedia presentations enhance and illustrate literary selections. The booklet is intended both for teachers planning a media course and for teachers who are interested in including multimedia with other teaching approaches. Among the media which can be used are tape recordings, historical records such as "I Can Hear It Now," old

magazines, films, and photographic slides. Suggestions for activities which teach English skills include picture research, expository writing, composing and arranging research cards, and writing slide titles. (RS)

**ED 066 762** CS 200 097

*Newman, Harold*

**Effective Language Arts Practices in the Elementary School: Selected Readings.**

Pub Date 72

Note—878p.

Available from—John Wiley & Sons, Inc., Publishers, 605 Third Avenue, New York, N.Y. 10016 (\$9.95)

**Document Not Available from EDRS.**

Descriptors—Anthologies, Books, Communication Skills, \*Elementary Grades, \*Elementary School Curriculum, English Curriculum, English Education, \*English Instruction, \*Language Arts, Language Skills, Resource Materials, \*Teaching Guides, Teaching Methods

A group of readings devoted to ways of teaching language arts, this is an anthology of practical suggestions for the elementary school teacher. Excerpts are from a variety of sources such as journal articles, curriculum bulletins, and conference proceedings. The articles are non-technical and suggest procedures and techniques that the elementary school teacher can apply to actual teaching situations. The chapters, all of which contain several related articles, are based on areas of language arts such as Oral Communication, English as a Second Language, Vocabulary Development, Handwriting, and Written Communication. A bibliography is included for each chapter, as well as for each subject. (RS)

**ED 066 763** CS 200 098

*Simmons, Beatrice, Ed.*

**Paperback Books for Children.**

American Association of School Librarians, Chicago, Ill.

Pub Date 72

Note—130p.

Available from—Citation Press, 50 West 44 Street, New York, N.Y. 10036 (\$9.5)

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Booklists, \*Childrens Books, Fiction, Folklore Books, Instructional Program Divisions, Literature, \*Literature Guides, Mythology, \*Paperback Books, Poetry, Prose

Identifiers—Nonfiction

Nearly 700 titles are included in "Paperback Books for Children," a guide for librarians and teachers published by the American Association of School Librarians. It is divided into the following sections: Picture Books; Fiction; Nonfiction; Myths, Folklore, and Fairy Tales; and Poetry, Rhymes, Riddles and Jokes. The book also contains an adult guide and an alphabetical index by author and title. Each title is annotated and information is given about publishers, imprint, and price. Grade levels are suggested. (RS)

**ED 066 764** CS 200 099

*Ettelt, Harold J.*

**Book Reviews in Periodicals.**

State Univ. of New York, Brockport. Coll. at Brockport.

Pub Date Dec 71

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Book Reviews, \*Indexes (Locators), \*Library Collections, \*Periodicals, Reference Materials, Research Tools

Identifiers—List of Periodicals Reviewing Books

All recent issues of periodicals found which contain indexed book reviews are listed in this compilation from Drake Memorial Library at the New York State University at Brockport. The periodicals are listed by 29 subject headings in this informal guide designed to be used at Drake Library. The number of reviews in the periodical in a recent year is followed by the title of the periodical, Drake Library holdings, and an indication of an annual index or the frequency of publication. (RS)

**ED 066 765** CS 200 100

*Palmatier, Robert A.*

**A Glossary for English Transformational Grammar.**

Pub Date 72

Note—207p.

Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N. Y. 10016 (\$8.95)

**Document Not Available from EDRS.**

Descriptors—Books, Diachronic Linguistics, \*Glossaries, \*Grammar, Language Research, Lexicology, \*Linguistics, Linguistic Theory, Phonology, Reference Books, Semantics, Syntax, \*Transformation Generative Grammar

The terminology used in English transformational grammar is compiled in this glossary. The glossary catalogs, defines, classifies, documents, and cross-references technical terms from 72 major works published from 1956 to 1969. The selection of terms is based on their technical nature in relation to the theory of transformational grammar or to the application of that theory to English grammar. Terms included in the glossary contain references to such subjects as grammatical theory, syntactic theory, semantic theory, and the philosophy of language. The definition of each term is provided with a complete source in the bibliography. (RS)

**ED 066 766** CS 200 108

*Fraser, Alice G.*

**Structure and Freedom: A Manual for Communication Arts 3-6.**

Hartford Public Schools, Conn.

Pub Date Jun 71

Note—55p.; Series 1-4 of approximately 15

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Aids, \*Communication Skills, \*Course Content, Elementary Schools, English Curriculum, Grade 3, Grade 4, Grade 5, Grade 6, Individualized Programs, \*Instructional Materials, \*Language Arts, Language Skills, Manuals, Reading Instruction, Spelling Instruction, \*Teaching Guides

Identifiers—Hartford Public Schools

This communication arts program is part of a larger plan designed to provide a continuing link between the language arts component of grades 3 through 6 and the language arts programs for middle and high schools in Hartford, Connecticut. The purpose of the program is to develop communication skills in sequence, and to relate all of the communication skills to each other. The student receives a foundation in perceptual training, oral language development, and reading-writing skills; the teachers and students are then given options for achieving their own objectives. Among the related materials used in this program are audio cards, cassettes, games, diagnostic tests, and supplementary books. Practical activities and suggestions are included in this course guide. The program also contains an evaluation form. (RS)

**ED 066 767** CS 200 109

*Poteet, G. Howard, Ed.*

**The Complete Guide to Film Study.**

Pub Date 72

Note—242p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 44810, \$4.75 non-member, \$4.25 member)

**Document Not Available from EDRS.**

Descriptors—Audiovisual Communication, Books, Creative Activities, Curriculum Development, \*English Curriculum, English Instruction, \*Films, \*Film Study, \*Language Arts, \*Mass Media, Media Technology

Identifiers—Filmography of Films about Movies

The purpose of this book is to help students and teachers learn how to explore the art form of film and to help them understand it. Ways of exploring films are suggested in articles such as "Film as Dramatic Literature," and "The New Audience: From Andy Hardy to Arle Guthrie." The book is divided into chapters based on use in the classroom; among the chapters are History, Language, Literature, and Composition. A filmography of films about movies and movie-making is included, as is a list of screenplays in English and a selected bibliography. (RS)

**ED 066 768** CS 200 110

*Russell, Frances*

**An Interdisciplinary Approach: An English-Social Studies-Art-Music Seminar, Senior High School.**

Maine Council of Teachers of English.

Pub Date 70

Note—14p.

Journal Cit—Maine English Bulletin; v2 n2 p19-

31 Fall 1970

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Art, Bulletins, Course Descriptions, \*Curriculum Design, English, \*Humanities, \*Humanities Instruction, \*Interdisciplinary Approach, Music, Resource Materials, \*Seminars, Senior High Schools, Social Studies, Student Participation, Teaching Techniques, Team Teaching, Unit Plan

An interdisciplinary English-Social Studies-art-music seminar taught by several staff members is proposed in an article in the Maine English Bulletin. Required courses such as English and Social Studies represent the core of the program which is enriched by the introduction of art and music. The curriculum is constructed around broad questions such as "What are the universal themes?" Course work include individual reading, independent study projects, and field trips in addition to seminar discussions. Although the course is designed for heterogeneously-grouped students, a bibliography of readings, films, and records is suggested for slow learners. (RS)

ED 066 769 CS 200 111

Savage, Arthur W. Wilson, Norman W.

How to Analyze the Short Story.

Pub Date 71

Note—89p.

Available from—Branden Press, Inc., 221 Columbus Avenue, Boston, Mass. 02116 (\$5.95)

Document Not Available from EDRS.

Descriptors—Books, Characterization (Literature), \*English Curriculum, Junior High Schools, \*Literary Analysis, Literary Genres, \*Short Stories, \*Teaching Guides

A teaching method for use in the Junior High School, this book stresses the understanding of theme as a key to analyzing a short story. Activities are suggested for discovering the theme, plot structure, main character, and the relationship between theme and character. The authors offer techniques for creating a story orally and analyzing characters. Several sample analyses of short stories are included. (RS)

ED 066 770 CS 200 113

Index to the Science Fiction Magazines 1966-1970.

Pub Date 71

Note—82p.

Available from—New England Science Fiction Assn., Box G, MIT Branch Station, Cambridge, Mass. 02139 (\$5.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Books, Catalogs, \*Citation Indexes, \*Indexes (Locators), \*Periodicals, \*Reference Materials, \*Science Fiction

Identifiers—Great Britain, United States

This index to science fiction magazines includes all United States and British periodicals published from 1966 to 1970, and is a companion to the "Index to Science Fiction Magazines, 1951-1956." The entries are triple-listed by magazines, titles, and authors. A checklist of the magazines indexed contains the month and year, volume and number, page, size, number of pages, and cover artists. The addresses of the magazine publishers are also included. (RS)

ED 066 771 CS 200 114

Westley, Bruce H.

News Editing. Second Edition.

Pub Date 72

Note—400p.

Available from—Houghton Mifflin Company, 2 Park Street, Boston, Mass. 02107 (\$10.00)

Document Not Available from EDRS.

Descriptors—Communications, \*Journalism, \*Newspapers, \*Publishing Industry, \*Textbooks, \*Writing Skills

Identifiers—Editing Procedures, \*News Editing

A revision of the first edition of "News Editing," this is a textbook for the newspaper editor. The duties of the editor are detailed, as are those of other newspaper employees. Among the basic editing skills the author includes suggestions for sentence structure, word usage, and vocabulary. Examples are given of editing for objectivity, handling wire copy, proofreading, developing stories, and compiling. Other aspects of news editing skills include polishing headlines, typography, makeup, and news judgment. Appendix A contains the Chicago Sun-Times and Daily News Stylebook, and Appendix B contains a glossary of newspaper terms. (RS)

ED 066 772 CS 200 115

Wyndham, Lee

Writing for Children and Teen-agers.

Pub Date 72

Note—253p.

Available from—Writer's Digest, 22 East Twelfth Street, Cincinnati, Ohio 45210 (\$6.95)

Document Not Available from EDRS.

Descriptors—Books, \*Childrens Books, \*Composition (Literary), \*Creative Writing, Descriptive Writing, Guides, Literature, Publications, Reading Materials, \*Teenagers, \*Writing, Writing Skills

The purpose of this book is to teach would-be authors how to write and publish a book for young people. Divided into 2 parts, "A Practical Guide to Publishing" and "Special Writing Problems and Projects," the book provides suggestions based on actual writers' experiences. Among the subjects covered are work habits, dialogue, characterization, sensory details, plot, and the actual writing. Practical techniques for preparing the manuscript and achieving publication are suggested. Ideas for subjects for each age level are included as are ideas for special projects such as biographies and travel books. (RS)

ED 066 773 CS 500 007

Porter, Lyman W. Roberts, Karlene H.

Communication in Organizations. Technical Report No. 12.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date Jul 72

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Communication (Thought Transfer), Group Dynamics, \*Group Structure, \*Literature Reviews, Operations Research, \*Organization, \*Research Methodology, Research Needs, Research Reviews (Publications), Research Utilization

Identifiers—\*Organizational Communication

This review of research literature from 1963 to 1972 discusses implications of research for analysis of communication behavior in work organizations. The review is organized into four sections: contributions from organizational theory; research related to the interpersonal milieu; research related to the organizational milieu; and an examination of methodology. The authors conclude that in all areas of organizational research, communication behavior is under-theorized and under-researched. They further state that communication research offers excellent opportunities for future contributions to knowledge about organizational behavior. An extensive reference list is included. (Author/RN)

ED 066 774 CS 500 008

Schuelke, L. D.

A New Model for Improving the Communication of Learning in Communication.

Pub Date Apr 72

Note—13p.; Paper presented at the International Communication Assn. (Atlanta, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, \*Communication (Thought Transfer), \*Educational Accountability, Effective Teaching, Evaluation Techniques, Information Theory, \*Instructional Design, Instructional Innovation, \*Models, \*Teaching Procedures

This paper presents a model for improving a learning transaction between teacher and student. Included with the model is an actual sample learning module in communication theory offered at Governors State University, Forest Park, Illinois. (Author)

ED 066 775 CS 500 009

Jacobson, Wally D.

Power and Interpersonal Relations.

Pub Date 72

Note—194p.

Available from—Wadsworth Publishing Co., Belmont, California 94002 (\$3.50 paper)

Document Not Available from EDRS.

Descriptors—Attitudes, Communication (Thought Transfer), \*Group Dynamics, \*Group Relations, \*Individual Power, Interaction, \*Interpersonal Relationship, Leadership, \*Organization, Social Influences

Identifiers—\*Personal Power

The purpose of this book is to examine the nature and operation of power in interpersonal relations. Designed for general use in communication, political science, business, and the social sciences, this book shows how power operates and affects us in everyday encounters. The first section of the book is an historical overview of the influences of power in small group behavior. The second section reviews the evolution of power and the role of power as an influencing agent in interpersonal interaction. A discussion of power as it relates to individual attributes and attitudes, group attributes, interaction and situation, and leadership and group performance is presented in the third section. The final section applies the previously discussed principles to modern institutions. Each chapter includes a list of suggested readings. (Author/LG)

ED 066 776 CS 500 010

Brilhart, Barbara L., Comp.

A Curriculum Guide for Speech Communication—Grades 8-12.

Nebraska Speech Association.

Pub Date 71

Note—100p.; Developed by teachers of speech enrolled in Secondary Education 535, Improvement of Instruction in Speech Education, Spring Semester, 1971 at Univ. of Nebraska at Omaha

Available from—Richard B. Gartrell, Executive Secretary, Nebraska Speech Assn., Deane College, Crete, Nebraska 68333 (\$2.75)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Debate, \*Discussion Experience, Drama, Mass Media, \*Personal Relationship, Public Speaking, \*Secondary Grades, \*Speech Curriculum

This curriculum guide is a result of a graduate seminar in improvement of speech instruction given in 1971 at the University of Nebraska (Omaha). It is designed primarily for a full-year high school course, but individual sections can be used for a semester course or units. The aim of the curriculum is to integrate new approaches in communication education with behavioral objectives. Major subject areas are: interpersonal and dyadic communication; small-group communication; the "one-to-many" types of communication (including extemporaneous speaking, forensics, oral interpretation, and dramatic arts); and mass media. Each section contains one or more units of general objectives, behavioral objectives that support the general objectives, procedures for attaining the objectives, the major concepts to be emphasized, and suggested evaluation procedures. Bibliographies and resource lists are also included. (Author/RN)

ED 066 777 CS 500 011

Findley, Charles A.

Accountability in Communication and Learning.

Pub Date Apr 72

Note—14p.; Paper presented at Annual Meeting of the International Communication Assn. (Atlanta, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Objectives, \*Communication (Thought Transfer), Curriculum Design, \*Educational Accountability, Educational Strategies, Effective Teaching, Evaluation, \*Instructional Design, \*Models, Teaching Procedures

The purpose of this paper is to present a general overview of the nature of and the need for accountability in educational communication. To clarify the nature of a model that will facilitate accountability, a comparative analysis is constructed between a model for instructional design and a model for speech preparation. Detailed attention is devoted to specification of objectives—the key to educational accountability. Finally, the concepts of measurement and evaluation are discussed as they relate to design and accountability in education. (Author/LG) I30EA

ED 066 778 24 EA 004 295

Johnson, Sharon Counts

Middle Schools. Educational Management Review

Series Number 7.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date Jul 72

Contract—OEC-0-8-080353-3514



Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Curriculum Development, Curriculum Evaluation, Educational Change, \*Educational Philosophy, \*Grade Organization, \*Junior High Schools, \*Literature Reviews, \*Middle Schools, Program Planning

Identifiers—Assessment

The middle school movement, as a mechanism of educational reform through grade-level reorganization, has attracted a great deal of attention; and the total number of middle schools has grown significantly. This review surveys 19 documents previously announced in RIE, all but four of which are available through ERIC. The material reviewed is organized into and discussed under the topics (1) the identity of middle schools, (2) present status of the junior high and middle school, (3) future prospects for middle schools, and (4) assessment of middle schools. (Author/MLF)

ED 066 779 24 EA 004 296

Templeton, Ian

Class Size, Educational Management Review Series Number 8.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Aug 72

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Budgets, \*Class Size, Educational Finance, \*Educational Quality, Educational Research, \*Literature Reviews, School Funds, Small Classes, Student Teacher Ratio, Teaching Methods

This review surveys the current literature dealing with the effect of class size on both school finance and educational quality. The literature cited reflects a general agreement on the telling impact of class size on school budgets. However, the material gives little evidence of uniform agreement on the effect of class size on educational quality, be it measured by student achievement or by other standards. (Author/EA)

ED 066 780 EA 004 354

Brodie, Donald Q. Poushinsky, N. W.

Educational Expectations and Educational Aspirations: A Deviant Case Analysis.

Pub Date Apr 72

Note—12p.; Paper presented at Pacific Sociological Association Annual Meeting (43rd, Portland, Oregon, April 13-15, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Academic Aspiration, Case Studies, Educational Benefits, Educational Objectives, Educational Research, \*Expectation, Questionnaires, Speeches, Student Attitudes, Tables (Data)

Identifiers—\*Deviant Case Analysis

This speech presents evidence that (1) aspirations for education and expectations are different phenomena, and (2) these two variables define subgroups out of a total student population. The data on which this paper is based are the responses to a group-administered questionnaire by 5632 junior and senior high school students in the Pittsburgh, Pennsylvania, 4-county metropolitan area. The subgroups classified as deviant were of two modes: (1) students whose expectations exceed their aspirations, and (2) students whose aspirations exceed their expectations. The authors contend that future attempts to predict and explain student educational achievement should take into account the complex nature of educational horizons. (Author/MLF)

ED 066 781 EA 004 356

Braden, Barbara And Others

Enrollment Forecasting Handbook Introducing Confidence Limit Computations for a Cohort-Survival Technique.

New England School Development Council, Newton, Mass.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Mar 72

Note—60p.

Available from—NESDEC, 55 Chapel Street, Newton, Massachusetts 02138 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Calculation, \*Confidence Testing, Data Collection, Enrollment Influences, \*Enrollment Projections, Enrollment Trends, \*Guides, \*Planning (Facilities), School Demography, \*Trend Analysis

This handbook, the result of a study begun in 1968, is designed to assist the forecaster in developing an increased sensitivity to potential changes in conditions affecting enrollments. Study results indicate that school enrollment forecasting is enhanced primarily by (1) knowing the community involved thoroughly, (2) applying a standard forecasting method regularly and often, and (3) assessing the probable error of those forecasts. Material in three sections of the document assists the forecaster by describing information needed to understand thoroughly community influences on school enrollments. In another section, a standard forecasting method known as cohort or percentage survival is described and step-by-step procedures for using that method are presented in a subsequent section. Assistance for use in determining the probable error of this method is provided in the last section, which presents detailed instructions for determining confidence intervals and forms to aid in the computations. (Author/JH)

ED 066 782 EA 004 357

Pinto, Patrick R. Pinder, Craig C.

A Cluster Analytic Approach to the Study of Organizations.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Report No—WP-71-11

Pub Date Apr 72

Note—24p.; Paper presented at International Meeting of the Institute of Management Sciences (19th, Houston, Texas, April 4-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, Behavior Rating Scales, Classification, \*Cluster Analysis, Cluster Grouping, Data Analysis, Demography, Group Behavior, Grouping Procedures, Group Structure, Industrial Structure, Institutional Research, Occupational Clusters, Organization, \*Organizations (Groups), Structural Analysis, Work Environment, Work Experience

Two hundred twenty-seven organizational units drawn from a variety of industries were cluster-analyzed on the basis of their similarities across 18 behavioral and structural dimensions of effectiveness. Using a multivariate subgrouping procedure, eight homogeneous clusters of units were found, varying in size from 8-65 units, and each characterized by a distinct behavioral profile. Within-cluster differences were described in terms of the 18 dimensions, overall unit effectiveness, and in terms of other "demographic" variables that were external to the clustering process. These variables included unit function, work setting dispersion, growth, technology employed, and skill level of the unit members. Significant relationships were found between the behavioral styles of the clusters on the one hand and each of the demographic variables and the overall criterion of effectiveness on the other. The rationale and benefits of clustering organizational units into groups were discussed, and further research ideas were proposed. (Author)

ED 066 783 EA 004 368

Henry, Phyllis M. Glasheen, Patricia

A Program of Pre-Service Education Field-Based Sequential Role Development and Differentiated Staffing.

Pub Date Mar 72

Note—13p.; Paper presented at Association for Supervision and Curriculum Development Annual Conference (27th, Philadelphia, Pennsylvania, March 5-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinical Professors, \*College School Cooperation, \*Differentiated Staffs, Doctoral Programs, Educational Programs, Field Experience Programs, Participant Involvement, Practicum Supervision, \*Preservice Education, \*Role Theory, Teacher Education, Teacher Educator Education, \*Team Training

Identifiers—Instructional Processes

The concept of team supervision with its concomitant differentiated staffing was developed to administer a Boston University-Lexington Public

Schools partnership in teacher education and to provide a model for a training program in supervision for doctoral students in teacher education. The role of each member of the university team - program coordinator, clinical professor, classroom supervisor, and doctoral associate - is outlined describing specific functions assigned to each role. The supervised recipients were encouraged to perform functions that were coordinated with a sequential professional program at the university. Four role complexes were developed to (1) integrate theory and practice, and (2) provide for an increasing involvement of the student in classroom teaching-learning activities in the school and in the profession. The program currently includes four center schools, approximately 65 students, and a team of five university people. (Author)

ED 066 784 EA 004 372

Gagne, Robert M. Elfer, Elinor A.

Plan of Operation for an Individualized System of Elementary Education.

Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Report No—R-4

Pub Date Dec 71

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrator Role, Board of Education Role, Communication (Thought Transfer), Community Role, \*Curriculum Design, Developmental Tasks, Educational Finance, \*Elementary Education, \*Evaluation Techniques, \*Individualized Instruction, Instructional Materials, Parent Role, Personnel Management, \*Program Development, Teacher Role, Teamwork

In the first section of this report, a description is given of the total system, including the following elements: Assumptions, curriculum, instructional procedures, instructional program-communications, evaluation procedures, personnel management, financial management, and parental and community involvement. Following this system description is an account of program operation for the development and installation of the individualized system. Sections are included that detail the actions necessary by county and district officers, development teams, principals, teachers, and parents to put the program into effect in a typical school, specified according to the phases of preparation, development and staff training, initial installation, and future installation. (Author/MLF)

ED 066 785 EA 004 375

Conrath, David W. Johnson, Gordon A.

Analyzing an Organization Via Its Internal Communication Patterns.

Spons Agency—Canada Council, Ottawa (Ontario).

Pub Date Apr 72

Note—36p.; Paper presented at Institute of Management Science International Meeting (19th, Houston, Texas, April 4-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), Communications, \*Interaction Process Analysis, Interior Design, \*Interpersonal Relationship, Measurement Techniques, Objectives, \*Organization, \*Organizational Climate, Physical Environment, Power Structure, Research Methodology, Sociometric Techniques, Speeches, Work Environment

This paper outlines a research program that focuses on organizational communication as a means for both normative and descriptive models of organization. The author proposes a methodology for the measurement of organizational structure that appears relevant for both laboratory and field study research. In addition, the basis for concepts of structure that promise to bridge the research gap between the development of organization theory and the pragmatics of organization design is presented. The use of the methodology for studying the concept of organization is demonstrated, and one particular concept of structure that evolves from the methodology is developed. Finally, some results from research that has been conducted using early forms of the approach are presented. These results indicate that certain patterns of communication, when distinguished by this methodology, are associated with particular a priori forms of

organization, such as the authority structure and the task structure. (Author/JH)

**ED 066 786** EA 004 378

Shapiro, David

Three Aspects of the Economics of Education in Alberta.

Automobile Manufacturers Association, Inc., Detroit, Mich.

Pub Date Oct 71

Note—125p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Case Studies (Education), Cost Effectiveness, Costs, \*Educational Economics, Educational Finance, Expenditure Per Student, \*Faculty Mobility, Human Capital, Models, School Districts, \*School District Spending, Student Enrollment, Teacher Characteristics, Teacher Education, Teacher Experience, \*Teacher Supply and Demand, Theories

Identifiers—Alberta, Edmonton, \*School District Size

This study examines the demand for teachers, the mobility of teachers, and the relationship between school district size and the level of costs/expenditures on education. The material focuses on individual school districts and on the implications of district behavior that are developed from the economics theory of the firm. Examination of the teacher demand by use of a stock-adjustment model suggests that roughly half the difference between the desired stock of teachers and the actual stock will be made up in any one school year and that the sole factor with considerable impact on the desired stock is pupil enrollment. A human capital approach was used to examine the mobility of teachers across school districts. Experience, age, and training distributions of teachers were the teaching force characteristics most significantly related to turnover, and turnover appears higher in those districts having a greater proportion of young teachers with little experience. In general, it was found that the greater the district size and the greater its growth rate the smaller was the turnover. Findings indicate there appear to be economies of scale in the operation of school districts. A 20-item bibliography concludes the document. (Author)

**ED 066 787** EA 004 379

Miklos, E. And Others

Perspectives on Educational Planning.

Human Resources Research Council, Edmonton (Alberta).

Pub Date May 72

Note—177p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Cost Effectiveness, Curriculum Planning, Educational Change, Educational Innovation, \*Educational Objectives, \*Educational Planning, \*Educational Policy, Enrollment Projections, \*Guidelines, \*Literature Reviews, Models, Problem Solving, School Demography, Social Planning, Technological Advancement

Identifiers—Alternative Futures

This overview is designed to provide those readers who have just begun to study educational planning with a useful point of departure for the more intensive examination of educational planning literature. The first chapter offers definitions of concepts that are the subject of chapters to follow. The discussion of educational planning in Chapter II develops the thesis that planning objectives, structures, and outcomes are shaped by the general educational policies that elicited the planning activities. Chapter III shifts attention from some of the more quantitative aspects of educational planning to the qualitative considerations of innovation, technological forecasting, and alternative futures. Two major problems that merit the attention of both the theorist and the practitioner are discussed in Chapter IV: (1) the problem of bias in prescriptive theory and (2) the gap between planning theory and planning practice. The description in Chapter V of curriculum planning at a provincial level presents both an empirical report as well as some of the methodological problems in researching planning behavior. The final chapter offers some prescriptive theory along with a set of guidelines for the development and improvement of educational planning at various levels. (Author/JH)

**ED 066 788** EA 004 380  
Evaluation of Instructional Programs. A Study.

Human Resources Research Council, Edmonton (Alberta).

Spons Agency—Alberta Commission on Educational Planning, Edmonton.

Pub Date May 71

Note—60p.; Prepared for the Educational Planning Mission, Alberta Human Resources Research Council

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, Curriculum Evaluation, Educational Planning, \*Evaluation, Evaluation Criteria, \*Evaluation Needs, \*Evaluation Techniques, \*Instruction, Literature Reviews, Models, Preschool Evaluation, Systems Analysis

This report brings together ideas and information about evaluation that until recently were available only to academic theorists. The four substantive chapters that follow the introduction contain (1) a general review of the "state of the art" of evaluation theory and methodology, (2) an examination of an approach to evaluation that focuses on instruction, (3) an examination of a systems approach to evaluation, and (4) a discussion of needs for the development and utilization of evaluation techniques in Alberta. (Author/JH)

**ED 066 789** EA 004 382

Taylor, John E. Smith, Robert G., Jr.

The General Concept of Managing for Educational Accountability.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-4-72

Pub Date Feb 72

Note—10p.; Based on presentation at Western Regional Research Coordinating Unit Directors Conference (Squaw Valley, California, September 1970)

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151 (AD-743-154, MF \$ .95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Administrator Guides, \*Behavioral Objectives, \*Educational Accountability, Educational Development, Feedback, \*Performance Contracts, Programed Instruction, \*Program Evaluation

The first section of the paper defines project accountability, presents background to the concept, and highlights current problems in the public school system. The paper is also concerned with assessment procedures that make provisions for accountability in (1) attainment of terminal objectives and (2) phase-by-phase conduct of a project in pursuit of terminal objectives. (Author)

**ED 066 790** EA 004 384

Bonney, Lewis A.

Changes in Organizational Climate Associated with Development and Implementation of an Educational Management System.

Pub Date [72]

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, Behavioral Objectives, Decision Making, \*Educational Accountability, Feedback, \*Humanization, Instructional Programs, \*Management Systems, Measurement Goals, \*Organizational Climate, Program Effectiveness, Student Centered Curriculum, Student Needs, Tables (Data), Teacher Administrator Relationship, Teacher Participation, Teamwork, \*Urban Education

Identifiers—California, San Bernardino

The development and implementation of a humanistic educational management system in a large urban school district has been associated with demonstrable changes in organizational climate. The management system is humanistic in that teachers and principals select their educational priorities based on student needs and mutually agree with supervisors regarding expected student learning. It is systematic in that measurable objectives are identified and feedback is regularly collected regarding program progress and results. Application of the system in the San Bernardino, California, school district's 56 schools in 1970-71 has coincided with statistically significant changes in each dimension of organizational climate measured by Likert's (1967) "Profile of Organizational Characteristics." These changes in organizational climate remained intact during the 1971-72 operational year. (Author)

**ED 066 791**

EA 004 386

Wilson, John D.

Data Processing at North Carolina Department of Public Instruction Division of Teacher Certification.

Pub Date Dec 71

Note—41p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Output Microfilm, \*Credentials, Data Bases, \*Data Processing, Estimated Costs, Information Centers, Information Processing, \*Information Retrieval, Information Storage, Microfilm, Personnel Data, Record-keeping, Teacher Background, \*Teacher Certification, Teacher Qualifications, \*Teacher Selection

This document describes a data processing system now being implemented that is designed to provide rapid retrieval of information concerning a certificate holder's status. A brief history of past and present methods of teacher certification processing is included. These methods are then compared to the system currently being implemented. The new system provides the capability of collecting substantially more data and of storing and retrieving it in a meaningful report format. According to the author, the primary benefits of this system over the old are the ease with which inquiries can be answered, the more rigorous editing capabilities, and the faster computer service. Information on the costs, the procedures, and the problems of implementing the system and some indications about the directions of future changes in recordkeeping are included. Numerous charts and sample forms conclude the report. (Author/DN)

**ED 066 792** EA 004 395

Evaluation Instrument for Educational Public Relations Programs.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—44p.; Based on Educational Public Relations Standards Adopted by NSPRA

Available from—National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock No. 411-12820, \$4.00, quantity discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Communication (Thought Transfer), Educational Objectives, \*Evaluation Techniques, National Organizations, \*Organizations (Groups), Professional Associations, Professional Recognition, \*Program Effectiveness, \*Public Relations, Questionnaires, School Community Relationship, Staff Improvement, \*Standards, State Departments of Education

The items in this instrument are designed to represent NSPRA Program Standards. The instrument is intended to serve as a basis for evaluating the extent to which an organization has made provision for organizing and conducting a formal public relations program as advocated by NSPRA. The standards adopted by NSPRA appear in boxes and the evaluation item(s) pertaining to each standard appear immediately following each box. A summary form lists the eight major categories of standards and indicates how many evaluation items are included in each category. An appendix contains official documents adopted by the Association, such as standards for educational public relations programs and professionals, ethics for educational public relations, and constitution and bylaws. (Author)

**ED 066 793** 24 EA 004 397

Baas, Alan M.

Environments for the Physically Handicapped. Educational Facilities Review Series Number 8.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date Aug 72

Contract—OEC-0-8-080353-3514

Note—6p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Design Needs, Educational Facilities, \*Environmental Influences, Exceptional Child Education, \*Facility Requirements, Handicapped Children, Handicapped Students, Human Engineering, \*Literature Reviews, Per-

formance Factors, \*Physically Handicapped, Planning (Facilities), School Environment, Special Education

Only recently is research into the total environmental requirements of the physically handicapped beginning to make substantial progress. Earlier literature in this field, which constitutes the majority of the literature presently available, concentrates on specifying basic building criteria but gives little or no attention to the nature of environmental interaction in the learning process. Educators and architects are now beginning to realize that the special architectural needs of the physically handicapped are complex and deserve more consideration than given in the past. This review surveys 24 documents previously announced in RIE, all but seven of which are available through ERIC. Annotations are provided for publications whose titles do not indicate their focus and content. (Author)

**ED 066 794** EA 004 402

**The Planning, Programming, Budgeting, and Evaluation System of the Board of Education for the Borough of York. Management of Educational Resources System (MERS). Progress Report Number One.**

York Borough Board of Education, Toronto (Ontario).

Pub Date 20 Jan 72

Note—39p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Board of Education Role, Community Cooperation, Cooperative Planning, Curriculum Planning, Decision Making, Educational Accountability, Educational Objectives, \*Educational Resources, Instructional Design, \*Instructional Programs, \*Management Systems, Planning (Facilities), Program Costs, Program Evaluation, Program Planning, Public Schools, Resource Allocations, Staff Improvement

Identifiers—Canada, \*Management Educational Resources Systems, MERS, Ontario, Planning Programing Budgeting Evaluation System, PPBES

Three aspects of the York Borough's school instructional programs are discussed: program structure, program costs, and program evaluation. Some basic philosophies of the Management of Educational Resources System (MERS) are set forth and the early history of the project is described showing how the boardwide MERS evolved from a pilot experiment centered around a computer-based planning system. The committee organizational structure is presented and the personnel composition of the committees described in detail. Comments are made regarding the staff training requirements of MERS, and a schedule of planned activities is pursued in detail. Finally, significant behavioral observations about MERS to date are noted. (Author)

**ED 066 795** EA 004 403

*Carlisle, David H. And Others*

**The Instructional Planning Team: An Organizational Arrangement To Accomplish Planning, Teaching, and Evaluation in a School. A Pilot Study.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 71

Note—65p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American Government (Course), Curriculum Development, Educational Development, Educational Research, Field Studies, Inservice Teacher Education, \*Instructional Design, \*Organization, Program Evaluation, Research and Development Centers, \*Research Utilization, Secondary Education, Student Needs, \*Teacher Role, Teaching Methods, \*Team Teaching, Teamwork

Identifiers—Needs Assessment

The Instructional Planning Team is based on the Research and Instruction Unit of the Wisconsin R & D Center for Cognitive Learning. To determine if the IPT as an organizational arrangement would increase the ability of a group of classroom teachers to use research-based information to improve their instructional program, a pilot test was conducted at one California high school during the 1968-69 school year. As an experiment in research product utilization, the project was unsuccessful and was consequently terminated in June 1969. Two major problems were (1) the overambitiousness of the inservice training program in its scope and in its demands on teachers; and (2) the inability of the activities presented (as a rational sequence of tasks) to solve the dilemma of teachers caught between two mutually incompatible roles -- instructors in a continuous classroom program and trainees and researchers in the concepts and skills needed to develop the program in the direction the pilot study required. Nevertheless, quality reports by the Team indicated that students benefited from the project through increased enthusiasm for the course work as well as through improved social behavior. (Author/JH)

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**ED 066 796** EA 004 405

*Wilson, Stanley Billingsley, Ray*

**FACTOR - FACTOR II. Departmental Program and Model Documentation 71-3.**

Texas A and M Univ., College Station.

Pub Date Jan 71

Note—75p.; Presentation prepared in cooperation with the State NUPLEX Program: Nuclear-Agro-Industrial-Complex Study

Available from—Dept. of Agricultural Economics & Rural Sociology, Texas A & M University, College Station, Texas 77843 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Assisted Instruction, \*Computer Oriented Programs, Computer Programs, \*Cost Effectiveness, \*Economic Education, \*Economics, \*Educational Administration, Management, Operations Research, Productivity

Identifiers—Factor, Factor II

This computer program is designed to optimize a Cobb-Douglas type of production function. The user of this program may choose isoquants and/or the expansion path for a Cobb-Douglas type of production function with up to nine resources. An expansion path is the combination of quantities of each resource that minimizes the cost at each production level. At each production level, the program will also output the total cost, total fixed cost, total variable cost, average variable cost, average fixed cost, and average and marginal cost. In addition, it will calculate the marginal product and the ratio of the value of the marginal product to the price of the resource for each resource. Finally, it will output the marginal rate of technical substitution and resource price ratios between each resource and every other resource. A\* the option of the user, the profit maximizing level of output will also be sought. The user may also choose to hold one or more resources fixed in quantity. Changes in the function's parameters or prices may be made and the output regenerated up to 30 times in the same run. (Author)

**ED 066 797** EA 004 412

**The "Three Plus" System.**

Rochester Area School District, Pa.

Pub Date [71]

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Continuous Progress Plan, \*Curriculum Development, \*Educational Complexes, Educational Finance, \*Educational Innovation, Extended School Year, Federal Aid, Individualized Instruction, Nongraded System, Open Plan Schools, Pamphlets, Planning (Facilities), Quarter System, Schedule Modules, \*Year Round Schools

This pamphlet describes briefly the process of restructuring a traditional educational program into an individualized program in an industrial area school district. A four-quarter plan was designed to replace the traditional 2-semester system, with the objective of encouraging greater learning experiences for all the children of the district. With Federal aid, the school district has restructured its curriculum for and built a new education complex to house all students K-12 and to accommodate the new program. (MLF)

**ED 066 798** EA 004 419

*Bowman, Patrick Awalt*

**A Generalized Management Information System for Computer Facilities at Educational Institutions.**

Naval Postgraduate School, Monterey, Calif.

Pub Date Mar 71

Note—114p.; Master's Thesis

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield,

Virginia 22151 (AD-721-583, MF \$0.95, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—Computer Programs, \*Computers, Costs, \*Data Processing, Decision Making, Information Systems, \*Information Theory, \*Management Information Systems, Management Systems, Masters Theses, \*Universities

The problem of managing computer facilities at educational institutions is examined. User categories are defined, and the interrelations between user requirements and the goals/objectives of the facility are discussed. Enumerations of the factors that influence computer facility operations is also accomplished. In addition, management information system theory is applied to the educational computer facility problem, and a proposed generalized management information system is developed. The overall operation of the MIS is explained, and each component of the system is described. Future development, installation, and validation procedures are discussed. (Author)

**ED 066 799** EA 004 435

*Campbell, Bruce, Comp.*

**Annotated Bibliography: Extended School Year Materials.**

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date May 72

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Abstracts, \*Annotated Bibliographies, Bibliographies, Conference Reports, \*Extended School Year, Facility Utilization Research, Filmstrips, Quarter System, \*School Calendars, \*School Schedules, \*Year Round Schools

This annotated bibliography is a selected listing of 77 materials in four categories: (1) books, pamphlets, articles, and conference papers; (2) documents and reports; (3) theses and abstracts; and (4) filmstrips and bibliographies. Those items available through ERIC are indicated. (Author)

**ED 066 800** EA 004 437

*Moffatt, Elizabeth C.*

**Status of the American Public-School Teacher, 1970-71.**

National Education Association, Washington, D.C. Research Div.

Report No.—RR-1972-R3

Pub Date 72

Note—230p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock No. 435-25496, \$4.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Citizen Participation, Class Size, Comparative Statistics, Family Relationship, Inservice Teacher Education, \*Public School Teachers, \*Statistical Data, \*Teacher Attitudes, \*Teacher Background, \*Teacher Characteristics, Teacher Experience, Teacher Participation, Teacher Qualifications, Teacher Salaries, Teaching Assignment, Teaching Load

This report is the third in a series devoted specifically to compiling comprehensive and timely information about public school teachers. The material in the document reflects data gathered from a nationwide questionnaire survey of samples of teachers in both elementary and secondary schools. The object of this report is to provide an account of the status of the American teaching profession at the beginning of the 1970's as well as of the changes that have occurred during the 1960's. The report is organized in eight sections, the first four of which concern different aspects of the teachers' professional lives. Two more sections cover their personal, civic, and community lives. One of these sections deals specifically with the characteristics of teachers as individuals and members of families and their economic status, while the other of these two sections deals with teachers' relations with their communities and their activities as citizens. The concluding section gives a compilation of data from preceding sections in the form of selected profiles describing the elementary teacher, the secondary teacher, the man teacher, and the woman teacher. The appendixes include (1) a technical note on sampling variation and the interpretation of statistical data, (2) a reproduction of the questionnaire used in the survey, and (3) complete tabulations of responses to all questions



in the order of their occurrence in the questionnaire. Tables accompanying the text are for the most part confined to reporting trend data and combining selected material from the last appendix with comparable data from 1961 and 1966. (Author)

**ED 066 801** EA 004 438

Graybeal, William S.  
Teacher Supply and Demand in Public Schools, 1971.

National Education Association, Washington, D.C. Research Div.

Report No.—RR-1972-R4

Pub Date 72

Note—58p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock No. 435-25498, \$2.00, quantity discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Beginning Teachers, Curriculum, Educational Research, Statistical Data, \*Surveys, \*Tables (Data), Teacher Education, \*Teacher Shortage, \*Teacher Supply and Demand

This 24th annual NEA survey of public school teacher supply and demand estimates that the supply of qualified teachers is generally adequate, although shortages exist in some areas. To supplement these estimates, surveys were made in State departments of education and in 66 of the country's 83 largest school systems. Shortages occurred in industrial arts, special education, mathematics, trade-industrial-vocational-technical courses, remedial reading and speech, and in distributive education. Assignments most frequently reported by the large school systems as having an oversupply of qualified applicants include social studies, Language Arts, physical and health education (male teachers), elementary level, foreign languages, business education, home economics, and art. Tables present comparative data by State and subject area. (A related document is ED 048 653.) (MLF)

**ED 066 802** EA 004 439

Veillette, Peter D. And Others  
Financial Status of the Public Schools, 1972.

National Education Association, Washington, D.C. Committee on Educational Finance.

Pub Date 72

Note—48p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock No. 511-20838, \$1.25)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Bond Issues, Costs, Educational Economics, \*Educational Finance, Employment Trends, Enrollment, Expenditure Per Student, \*Expenditures, Federal Aid, \*School Statistics, State Aid, Tax Rates, \*Teacher Employment, Teacher Salaries, Teacher Supply and Demand

This report discusses the current status of school finance and singles out trends affecting the efforts of professional teachers' organizations to secure adequate funds for education. The document also contains employment and salary data on teachers at the primary, secondary, and higher education levels. Information on expenditures includes Federal, State, and local expenditures and revenue efforts. (A related document is ED 051 588.) (Author/MLF)

**ED 066 803** 88 EA 004 446

Osburn, Morris  
A Project to Improve the Administration and Management of the Curriculum in Kentucky. Final Report.

Shelby County Board of Education, Shelbyville, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-67-03389-0

Pub Date 1 Dec 69

Grant—OEG-3-7-703389-4809

Note—152p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Administrator Education, Consultants, Continuous Progress Plan, \*Curriculum, \*Curriculum Development, Curriculum Enrichment, Curriculum Evaluation, Curriculum Research, Differentiated Staffs, Evaluation Methods, Extended School Year, Flexible Scheduling, Instructional Program Divisions, \*Management, \*Statewide Planning, Teacher Education

Identifiers—Cloverport Plan, Elementary Secondary Education Act Title III, ESEA Title III, Kentucky, Maceo Stanley Plan

This report describes the methods and results of a 29-month project to make available to Kentucky's school children the best and most recent programs and techniques in innovative teaching through an improvement of curriculum management. The project identified and examined eight management areas and provided consultative service to local district administrative personnel in an effort to improve the management of the rescheduled school year, grade level organizational plans, differentiated staffing patterns, administrative and instruction staff development programs, flexible-modular scheduling plans, non-graded-continuous progress plans, computer technology programs for education, and instructional media center plans. To improve the local school district administrators' knowledge and expertise, the project director utilized district seminars, consultative services to local district personnel, mobile seminars, statewide conferences, summer institutes, and research projects. Included in the appendix is a directory of recommended consultants in the area of curriculum improvement, a model for a 9-week semester school, two plans on individualized instruction and flexible student progression, and a model for assessing educational success in Kentucky's schools. (Author/DN)

**ED 066 804** EA 004 447

McMilan, Hollis And Others

A Comparative Analysis of Student Transfer Policies for Major Metropolitan School Districts in Oregon. A Working Paper.

Spons Agency—Oregon Univ., Eugene. Office of Scientific and Scholarly Research.

Report No.—WP-2

Pub Date May 72

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Comparative Analysis, \*Metropolitan Areas, Research Methodology, Restrictive Transfer Programs, School Administration, School Attendance Laws, \*School Districts, School Integration, Student School Relationship, \*Transfer Policy, Transfer Students

Identifiers—Oregon  
This paper provides summary information on each district policy and an objective comparative analysis between districts regarding transfers requested and transfers granted in relation to school size. Findings indicate that the smallest districts have no written transfer policies, the next largest have rigidly defined policies, and the largest have policies allowing considerable administrative latitude. Some factors influencing the frequency of transfer requests are the degree of clarity of district attendance boundary lines, the placement of attendance boundary lines, the degree of differentiation between schools in specific school districts, the degree of differentiation within schools in specific school districts, the amount of information available about individual schools, and the composition of each district's population. (DN)

**ED 066 805** EA 004 448

Hurnard, John R.

The Development of a Procedure for Improving Decisions About School Attendance Areas. A Technical Paper.

Oregon Univ., Eugene. Bureau of Educational Research and Service.

Pub Date Jul 72

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Attendance, Census Figures, \*Computer Programs, Data Bases, Enrollment Projections, Geographic Distribution, Models, On Line Systems, Parent School Relationship, Prediction, Public Schools, School Demography, School Districts, School Location, \*School Zoning, \*Student Distribution, \*Systems Approach

Identifiers—\*School Attendance Boundaries  
In order to approach an acceptable solution to the problem of defining attendance areas in a school district, decisionmakers need a systematic method of subdividing the district into manipula-

ble components, reliable information regarding the location of children in the district, and a clear understanding of the constraints under which a decision is to be made and the objectives that are being sought. An interactive computer program is a desirable means of speeding progress toward a feasible solution by permitting many alternatives to be examined easily. This article discusses the development of a data base, an interactive program, and a school district model based on U. S. Census blocks. It also comments on the application of the procedure to the analysis of the problem of adjusting attendance area boundaries in a particular school district. A sample computer output is included. (Author)

**ED 066 806** EA 004 459

Stieber, Gertrude N.

Economic Status of the Teaching Profession, 1971-72.

National Education Association, Washington, D.C. Research Div.

Report No.—RR-1972-R2

Pub Date 72

Note—122p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock No. 435-25494, \$2.75, quantity discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Budgets, Comparative Statistics, Consumer Economics, \*Economic Status, \*Professional Occupations, Purchasing, Salaries, \*Salary Differentials, \*Tables (Data), \*Teacher Salaries

The primary purpose of this report is to assist State and local education associations in their efforts to improve the compensation of teachers at all levels—elementary, secondary, and higher education. This compendium of currently available data provides a single source of technical information for assessing and comparing the economic position of teachers with that of professionals in other fields. It also contains information for comparing the present and past salaries of teachers with the wages paid to workers in industry and others. The report, consisting of 92 tables and a minimum of text, is designed as a handbook covering the latest available information on salaries of the instructional staff, earnings in comparable occupations, and information on trends in income and family budgets. Trend data are included wherever possible. Since the condition of the national economy has a direct bearing on the economic status of the teaching profession, a section is included to show trends in some of the most significant national economic indicators. (For a related article, see EJ 020 039.) (Author)

**ED 066 807** EA 004 501

Simon, Kenneth A. Frankel, Martin M.

Projections of Educational Statistics to 1980-81. 1971 Edition.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-Pub-No-(OE)-72-99

Pub Date 72

Note—178p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.210: 10030-71, \$1.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Degrees (Titles), \*Educational Finance, Elementary Education, \*Enrollment Projections, Graphs, Higher Education, High School Graduates, \*School Statistics, Secondary Education, Statistical Data, Student Costs, \*Tables (Data), \*Teacher Supply and Demand, Tuition

This publication provides projections of statistics for elementary and secondary schools and institutions of higher education. Projections for the 10-year period from 1971-72 to 1980-81 are made for enrollments, graduates, teachers, and expenditures. Based mainly on 1960-61 to 1970-71 Office of Education data, the projections primarily assume that the past 11 years' trends in enrollment rates, retention rates, class sizes, and per pupil expenditures will continue through 1980-81. Numerous tables and graphs illustrate the data. (A related document is ED 049 559.) (Author/MLF)

ED 066 808

EA 004 533

Burke, James M.

**The California Property Tax Case: Implications for Financing Schools in Oregon.**

Oregon Univ., Eugene. Bureau of Business and Economic Research.

Pub Date Feb 72

Note—4p.; Oregon Business Review v31 n2 pp1-2 4 Feb 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assessed Valuation, \*Educational Finance, Equal Education, \*Equalization Aid, \*Expenditure Per Student, \*Property Taxes, School Taxes, State Action, \*Tax Rates, Tax Support

Identifiers—Full State Funding, Oregon

This article examines some implications of the Serrano vs Priest decision for Oregon's system of financing public schools. The author presents one alternative financing method — a Statewide system to assess, collect, and disburse to each district or county an amount equalized on a per student basis. The status of the school financing system in each of the State's 36 counties and some possible variations in both the methods and the extent of the current system arising from adoption of the alternative plan are considered. (Author/JF)

ED 066 809

EA 004 509

Pedrini, Bonnie C. Pedrini, D. T.

**Special Education Administration: A Statement of Policies and Regulations.**

Pub Date [72]

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, \*Board of Education Policy, Emotionally Disturbed Children, Gifted, \*Guidelines, Handicapped Students, Learning Disabilities, Retarded Children, School Districts, \*School Policy, \*School Services, \*Special Education, Special Education Teachers

This paper presents specific policies and regulations for business and noninstructional operations, personnel, students, and instruction. The report includes those special education policies and regulations needed to supplement a regular set. The inclusions are innovative rather than traditional and in keeping with the research literature. These policies could be typical for a 1,000-20,000 K-12 student population. However, the policies are purposively general and may be adapted to any school district. In lieu of tax rebate or voucher plans, the authors recommend that a home school district that does not have the requisite special education program pay at least part of a student's tuition to another district — public or private — that does have the program. (Author)

ED 066 810

EA 004 511

Kreple, Wayne J. DuVall, Charles R.

**A Study of School Board Policies and Administrative Procedures for Dealing with Field Trips in School Districts in Cities with Populations over 100,000 in the United States.**

Indiana Univ., South Bend.

Pub Date Jun 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Responsibility, \*Board of Education Policy, Field Instruction, \*Field Trips, \*Principals, Safety, School Policy, School Surveys, Student Transportation, Supervisors, \*Teacher Responsibility, Teacher Role

Identifiers—Liability Insurance

This study was intended to add to the body of knowledge dealing with school board policies concerning field trips. A questionnaire, mailed to superintendents in 149 cities, was designed to (1) ascertain the existence of school board policies (written or unwritten) pertaining to field trips; (2) determine the person(s) or group(s) who pass on the acceptability of such trips and supervise them for the schools and school districts; (3) isolate the criteria used for determining the acceptability of these trips; and (4) obtain copies of written policies and administrative procedures used in implementing these policies in the individual school districts. Findings, conclusions, and recommendations for further study are presented. A related document is EA 004 351. (JF)

ED 066 811

EA 004 530

Stevens, Jody L.

**Differentiated Staffing, Nongraded -- Continuous Progress, Open Concept Schools. A Comprehensive Bibliography.**

Houston Univ., Tex. Bureau of Educational Research and Services.

Pub Date 72

Note—65p.

Available from—Bureau of Education Research and Services, College of Education, University of Houston, Cullen Boulevard, Houston, Texas 77004 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Continuous Progress Plan, \*Differentiated Staffs, Educational Innovation, Individualized Instruction, Information Retrieval, \*Nongraded System, \*Open Education, Open Plan Schools, Subject Index Terms

In today's education, change is taking place with such speed and with such great impact that educators are constantly striving to identify and locate materials, research, and information appropriate to the many innovative programs in public and professional education. This comprehensive listing of 4,000 sources of information on differentiated staffing, nongraded-continuous progress learning, and open concept schools is an endeavor to provide the latest, most significant resource materials for interested writers, researchers, and professional educators at all levels. Entries are grouped under the three major concepts and are cross referenced with subject index codes. (Author)

ED 066 812

EA 004 531

Stemnock, Suzanne K.

**Alternative High Schools: Some Pioneer Programs.**

ERS Circular No. 4.

Educational Research Service, Washington, D.C.

Pub Date Jun 72

Note—58p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Alternative Schools, College School Cooperation, Contracts, Credit No Credit Grading, \*Educational Innovation, \*High Schools, Independent Study, Individualized Instruction, Open Education, \*Program Descriptions, \*Public Schools, Student Centered Curriculum, Teaching Styles, Work Study Programs

Identifiers—Contract Teaching

The programs discussed in this document are those sponsored by public school systems with enrollments of 12,000 or more in which students voluntarily enroll as an option to the regular high school program available in their district. The characteristics of alternative high schools are outlined and consideration is given to (1) college and university reaction to applications from students who have attended alternative high schools, (2) the reaction of State departments of education to experimental school programs, and (3) procedures followed by regional accreditation associations in approving alternative high school programs. Descriptions of 47 alternative high school programs serving students in 38 school systems are provided, including a majority of those programs that were in operation during the school year 1971-72. A brief bibliography, an index to the programs, and several student and program evaluation forms are provided. (MLF)

ED 066 813

EA 004 532

Reitman, Alan And Others

**Corporal Punishment in the Public Schools. The Use of Force in Controlling Student Behavior.**

ACLU Reports.

American Civil Liberties Union, New York, N.Y.

Pub Date Mar 72

Note—43p.

Available from—American Civil Liberties Union, 156 Fifth Avenue, New York, N.Y. 10010 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Court Cases, \*Discipline, Discipline Policy, \*Student Alienation, \*Student Rights, Student School Relationship

Identifiers—\*Corporal Punishment

This report has been prepared to increase the general awareness of how serious a problem cor-

poral punishment can be and also to contribute some possible corrective steps. The document consists of (1) a summary of the current situation, (2) specific civil liberties considerations, (3) harmful effects, (4) illustrative case reports, (5) recent court action, (6) State statutes, and (7) public attitudes. (Author)

ED 066 814

EA 004 533

Stubbs, D. K.

**FORSTRAN: A Case in Force Structure Analysis.**

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.

Pub Date Mar 72

Note—122p.

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151 (Order No. AD-741-449, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrator Education, Budgeting, \*Case Studies, \*Decision Making, Decision Making Skills, Management, Management Development, \*Management Systems, Planning, Problem Solving

Identifiers—\*Force Structure Analysis, FORSTRAN, Planning Programing Budgeting System, PPBS

There has been considerable emphasis recently on analysis (systems, economic, cost-benefit, etc.) in government decisionmaking activities. One approach that is currently popular is the planning programing budgeting system (PPBS). PPBS is often described as a means of helping responsible officials make decisions. The implication of the system is that it interrelates the planning, budgeting, and decisionmaking functions. Regardless of the name of the system presently in use, the relationships among these three management activities is of primary importance. This paper develops a methodology to aid the educational process of future decisionmakers in their efforts to integrate quantitative and nonquantitative aspects bearing on planning, budgeting, and decision problems. The final product is a case study in force structure analysis (FORSTRAN). (Author)

ED 066 815

EA 004 534

Jordon, Leland G. Weaver, James L.

**Planning-Programing-Budgeting Concepts Applied to Public School District Financial Management.**

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.

Pub Date Mar 72

Note—285p.

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151 (Order No. AD-741-409, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Budgeting, Case Studies, \*Class Size, Computers, Cost Effectiveness, Decision Making, Demonstration Programs, Economic Climate, \*Educational Finance, Enrollment Projections, \*Management, Models, Program Planning, Public Schools, School Districts, \*School District Spending, Trend Analysis

Identifiers—Delphi Technique, Macro Cohort Enrollment Forecasting, \*Planning Programing Budgeting System, PPBS

The rising cost of public education and the resulting pressures for higher local property tax rates have caused the financial management of public schools to come under increased scrutiny. This study applies planning programing budgeting systems (PPBS) to school district financial management. A program structure is described that relates all resource-consuming activities to objectives and that includes estimating relationships that model the future economic environment of the district. The study applies PPBS concepts to a school district in Dayton, Ohio. A prototype PPBS is tested and exercised on a Monte Carlo computer simulation model of the Northmont economic environment. (Author)

ED 066 816

EA 004 535

Scribner, Harvey B.

**Community Involvement in Decision-Making.**

Pub Date 17 Aug 72

Note—13p.; Speech given before National School Boards Association Summer Institute. (Hanover, New Hampshire, August 17, 1972)

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—Citizen Participation, \*Community Involvement, \*Decision Making, \*Parent Participation, \*Policy Formation, Politics, Power Structure, \*Student Participation  
Identifiers—Educational Reform

This report advocates increased participation of parents and students in the decisionmaking process. The author argues that of all the school constituents -- parents, students, teachers, administrators, and various citizen organizations and special interest groups -- parents and students have the least influence. Thus, the political balance of educational policymaking is tipped in favor of well-organized and well-placed special interest groups. The author suggests areas of involvement for both students and parents. (JF)

ED 066 817 88 EA 004 536

Sergiovanni, Thomas J.

What Kinds of Objectives for Supervisors?

Ohio State Dept. of Education, Columbus.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 11 Nov 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, \*Leadership Qualities, \*Objectives, \*Supervisors, \*Supervisory Activities, \*Supervisory Methods, Teacher Motivation, Teacher Responsibility  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This report discusses the kinds of objectives that supervisors should pursue and proposes an approach that emphasizes human resource development and organizational enrichment as proper emphases for modern supervisors. The author illustrates the advantages of his approach over traditional and contemporary supervisory approaches by considering four major problems that supervisors and administrators face -- change, control, motivation, and leadership. (Page 6 is not available due to a questionable copyright.) (JF)

ED 066 818 EA 004 537

Youngerman, Stephenson S., Jr.

The Decentralized Administrative Concept. A Report to the Board of Trustees.

Boise City Independent School District, Idaho.

Pub Date 3 Jan 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Administrator Role, Boards of Education, \*Community Involvement, Cooperative Planning, \*Decentralization, \*Decision Making, Policy Formation, Principals, Systems Approach, \*Teacher Participation

This report presents a model for participation by the community, teachers, and administrators in the decisionmaking process. The report tells how the Boise, Idaho, school district used a systems approach to set up a decentralized decisionmaking system. The duties of various persons in the system (with emphasis on the importance of the role of the principal and his staff) are outlined. An appendix contains a master planning model and a design of the Maple Grove Elementary School planning system. (JF)

ED 066 819 EA 004 538

Board Policies on Student Records. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-No-72-47

Pub Date Jul 72

Note—31p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit \$72-47, 1-3 kits \$2.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Board of Education Policy, \*Confidentiality, \*Confidential Records, Guidelines, Parent School Relationship, School Policy, \*Student Records, \*Student School Relationship  
Identifiers—Privacy

This report of policy samples is the 17th in a continuing series of kit-booklets issued to help school boards develop written policies in key subject areas. The intent in providing samples is to encourage thinking in policy terms; and to provide

vide working papers to be edited, modified, or adapted to meet local requirements. Policy samples herein include information on (1) privacy of student records, (2) dissemination of student records, (3) student and parent access to records, and (4) classification of student records. (Author/JF)

ED 066 820 88 EA 004 539

Project ADMIRE: Assistance for Decision Making Through Information Retrieval in Education. End of Budget Period Report.

Lincoln Public Schools, Nebr.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nebraska State Dept. of Education, Lincoln.

Report No—DPSC-67-3593

Pub Date 30 Jun 70

Grant—OEG-0-8-03593-1778(056)

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Assisted Instruction, \*Computer Oriented Programs, \*Decision Making, Educational Equipment, \*Electronic Data Processing, \*Information Retrieval, Information Systems, Information Utilization, Personnel Data, \*Program Evaluation, Student Records

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project ADMIRE

This final annual evaluation of project ADMIRE describes the progress made in improving educational decisionmaking in a 5-county rural-urban area by the systematic collection, organization, and reporting of data about project schools and their populations. The five sections of the report (1) describe the organization of the report and the procedures used in developing the evaluation study; (2) summarizes the ADMIRE purpose as stated and inferred in the original project proposal and renewal requests; (3) describe the program's internal structure, organization, operational procedures, and activities conducted by the staff during the third evaluation period; (4) report the impact of ADMIRE as viewed by participants in the project; and (5) outline general findings from the various evaluation procedures. (JF)

ED 066 821 EA 004 540

Seeley, David And Others

Workbook on Procedures for Selecting Supervisors.

Public Education Association, New York, N.Y.

Report No—PEA-212-524-3575

Pub Date Dec 71

Note—138p.

Available from—Educational Leadership Program, Public Education Association, 20 West 40th Street, New York, New York 10018

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Characteristics, Administrator Evaluation, Administrator Qualifications, \*Administrator Selection, Board of Education Policy, Boards of Education, Citizen Participation, \*Community Involvement, Guidelines, \*Principals, \*Superintendents, Supervisor Qualifications, \*Supervisors

This workbook focuses on practical concerns that should engage the attention of boards of education and community groups in establishing new and more effective approaches to the selection of high quality supervisory staff for public schools. The report uses the position of principal to illustrate how a selection process might work. Most of the chapters deal with practical concerns in the areas of (1) job analysis, (2) recruitment, and (3) the selection process. Other chapters cover merit and fitness and the current legal framework. Each chapter is followed by an appendix that comprises references used in the text. At various places throughout the workbook, the authors have included discussions of ways in which parents and community representatives can participate constructively in the development and implementation of improved selection procedures. For a companion handbook see ED 046 117. (JF)

ED 066 822 EA 004 541

Education for the People: Guidelines for Total Community Participation in Forming and Strengthening the Future of Public Elementary and Secondary Education in California. Volumes I and 2 [Companion Volumes].

California State Assembly, Sacramento.; California State Dept. of Education, Sacramento.

Pub Date [72]

Note—356p.

Available from—Joint Committee on Educational Goals and Evaluation, Assembly Post Office Box 83, State Capitol, Sacramento, California 95814 (\$4.05)

Document Not Available from EDRS.

Descriptors—\*Citizen Participation, Communication (Thought Transfer), Communication Problems, \*Community Involvement, \*Decision Making, Educational Objectives, Evaluation, Objectives, Policy Formation, School Community Cooperation, \*School Community Relationship, \*State Laws, Student Needs, Student Participation, Teacher Participation

Identifiers—California, Goal Setting, Needs Assessment, Priorities

This report describes the California State program for increased citizen participation in decisionmaking. Volume 1 discusses (1) the goals and objectives for authentic learning; (2) the process for determining school goals, objectives, and priorities; (3) the methods for meeting the needs of students; and (4) the principles of school community planning and action. Volume 2 is designed to serve as a resource book for school and community leaders. It includes articles on and resource aids in (1) the goal setting process; (2) methods for improving interpersonal communication in meetings; (3) needs assessment; (4) philosophy, goals, and priorities; (5) the use and limitations of program evaluation; and (6) special group involvement. The report also describes achievements in two model communities. (Photographs may reproduce poorly.) (JF)

ED 066 823 EA 004 543

Splawn, Robert E.

A Study of Boards of Education in Texas -- the Makeup of Boards and the Perceptions of Board Members. Studies in Education XI.

West Texas State Univ., Canyon.

Pub Date May 72

Note—83p.

Available from—Studies in Education, Box 34, West Texas State University Station, Canyon, Texas 79015 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, \*Administrator Role, Board of Education Role, \*Boards of Education, Educational Research, \*Principals, \*Role Perception, \*School Superintendents, School Surveys, Statistical Studies, Superintendent Role

This study is based on the results of a background questionnaire and a perception inventory administered to a stratified random sample of Texas boards of education members in independent school districts having grades K-12. The study attempted to determine (1) the status of Texas school boards, (2) the role of the board and the roles of the superintendent and the high school principal, and (3) to what extent Texas board members' role perceptions agree with the various roles as portrayed in educational literature. The study also attempted to determine the effect the following factors have upon board members' perceptions of the various roles: Size and type of school district served, age, sex, race, income, number of years served on a board, education, and having or not having children in school. Ten hypotheses relating to these perceptions were tested. Findings indicate that there was no statistically significant dependency among size and type of school district served, the number of years served on the board, having or not having children in school, and the occupation of a board member on his perceptions of the role of the board and that of the high school principal. The findings also indicate that there is a significant dependency between the educational level of a school board member and the way he perceives the role of the board and those of the superintendent and the high school principal. (Author)

ED 066 824 EA 004 544

Pleyte, Parrie S. Kohl, Bruce R.

Revenue and Expenditure Projections for the Albuquerque Public Schools. Final Report.

New Mexico Univ., Albuquerque. Urban Observatory.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No—UO-LCCM-ALB-72-001

Pub Date Feb 72

Note—64p.

Available from—National Technical Information Service, 2528 Port Royal Road, Springfield,

Virginia 22151 (Order No. PB-209-373, MF \$9.5, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—Budgets, Costs, \*Educational Finance, Enrollment Influences, \*Enrollment Projections, \*Estimated Costs, Expenditures, Federal Aid, \*Operating Expenses, Prediction, \*School Funds, State Aid, Urban Studies

Identifiers—New Mexico, School District Revenue, Urban Planning

This report is part of a 10-city national study of revenues and expenditures shared by a local government. The purpose of the study is to project operating revenues and expenditures of the Albuquerque public schools through 1975. The revenue projection includes all sources and uses various methods for estimating Federal, State, and local revenue. The expenditure estimate is based on (1) what is going to happen to average daily school membership, (2) to what extent the prices of educational goods and services will increase, and (3) how much it will cost to maintain the previous rate of quality improvement in the public schools. (Author)

ED 066 825 88 EA 004 552

Cook, J. Marvin

**Behavioral Objectives and the Supervisor. An Occasional Paper.**

Ohio State Dept. of Education, Columbus.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—JMC-162

Pub Date 11 Nov 71

Note—17p.; Paper presented at Supervision of Instruction Symposium 1: Performance Objectives and the Supervisor (November 11, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Role, \*Behavioral Objectives, Cognitive Objectives, Course Objectives, \*Supervisors, Supervisory Activities, \*Supervisory Methods, Teacher Administrator Relationship, \*Teacher Role, Teacher Supervision

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The supervisor facilitates the students' attainment of the instructional objective by (1) diagnosing the curriculum (in particular the behavioral objectives) and the teachers, (2) prescribing steps to remedy areas of concern with respect to the curriculum and the teachers, and (3) enabling changes in the curriculum to occur while at the same time enabling the teachers to acquire those new competencies they need in order to enable the students to succeed. When behavioral objectives are established for the students in the classroom, those objectives become the supervisor's instructional objectives. (Author)

ED 066 826 EA 004 553

**Accountability. Review of Literature & Recommendations for Implementation.**

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date May 72

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Accreditation (Institutions), \*Bibliographies, \*Educational Accountability, \*Literature Reviews, \*Program Planning, Public Schools, School Districts, State Departments of Education

Identifiers—North Carolina

This document describes the need for the implementation of the concept of accountability, reviews the literature on accountability, and outlines a plan for establishing accountability in the public schools of North Carolina. According to the report, the North Carolina program emphasizes accountability for accreditation and uses an accountability approach to make both State and regional accreditation a meaningful accomplishment. The report outlines the North Carolina plan for accountability, describes implementation of the accountability model, and details steps to be taken toward accountability by both school systems and the State agency. Appendixes contain reviews of literature on accountability. (JF)

ED 066 827 24 EA 004 556

Levine, Donald M.

**The National Conference on Performance Contracting in Education (Elkridge, Maryland, December 9-10, 1971). Final Report.**

American Educational Research Association, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0616

Pub Date Jun 72

Grant—OEG-0-71-3570(508)

Note—243p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Achievement Tests, Conference Reports, Cost Effectiveness, Costs, Criterion Referenced Tests, Educational Experiments, Evaluation Methods, Mathematics Education, \*Measurement Instruments, Models, \*Performance Contracts, \*Program Evaluation, Reading Programs, Resource Allocations, Testing, \*Testing Problems, Test Results

The Conference sought to provide a user-based and -oriented assessment of performance contracting for education. It focused on delineating the current interest in performance contracting, the technique's demonstrated strengths and weaknesses, and its potential as an alternative approach to school system resource allocation. Six commissioned papers in this report discuss respectively, major problems in performance contracting, the recent Rand-HEW evaluation of performance contracting, measurement and evaluation difficulties, a model for comparing costs of different performance contracting programs, more comprehensive measurement of educational outputs, and employment relations under performance contracting. Discussions of these papers and of administrators' experiences emphasized the many problems of measurement and evaluation that have emerged in performance contracting. The papers and proceedings form the basis for several conclusions, including: (1) evaluations of performance contracting must be based on more than the measurement of student achievement gains; (2) meaningful measurement of student achievement requires multiyear testing of group gains; (3) performance contracting is so innovative that reliable judgments of its utility cannot be made for several years. (Author)

ED 066 828 EA 004 558

Scott, J. Glenn, Ed. Ducharme, David J., Ed.

**The Planning Process: A Systems Perspective for School Boards.**

Ontario Inst. for Studies in Education, Toronto.; Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Administration.

Pub Date 72

Note—81p.; A Collection of Major Papers Presented at OISE-OSTC Annual School Board Conference for Trustees and Administrators, "Financing Public Education in Ontario: Analyzing Choices for Effective Planning" (6th, Toronto, May 30-June 1, 1971)

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) (\$2.50)

**Document Not Available from EDRS.**

Descriptors—Boards of Education, Budgeting, Case Studies, Decision Making, Economic Factors, \*Educational Accountability, Educational Finance, \*Educational Planning, Educational Policy, Problems, \*Program Budgeting, \*Program Planning, Systems Analysis, \*Systems Approach

Identifiers—Canada, Educational Alternatives, Ontario, Planning Programing Budgeting System, PPBS

The six papers in this publication discuss how reasonable planning processes can be established and how budgeting procedures can be related to the wider planning process. In the first selection, K. George Pedersen establishes the current context of educational planning and decisionmaking with emphasis on economic implications, and he outlines several formalized approaches to the planning function. In his first paper, Donald M. Levine describes systems analysis procedure and establishes its relationship to program budgeting. In a second paper, he identifies objections to the application of a planning programing budgeting system to education and responds to these objections by outlining a plan for balanced implementation. T. Barr Greenfield provides a specific example of how a system analytical approach can be applied to educational planning and policy analysis. Jack R. McCarthy points out that, in a quest for accountability in education, those concerned should not overlook some limitations that

planning techniques borrowed from industry may have when applied to educational operations. In the closing paper, John C. Croft focuses on the human problems that arise in using complex planning systems. (Editors)

ED 066 829

EA 004 568

Kammann, Richard

**Board and Superintendent: Building the Effective Team.**

Pub Date Apr 72

Note—13p.; Paper presented at National School Boards Association Annual Convention (32nd, San Francisco, California, April 15-18, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Problems, \*Board Administrator Relationship, \*Boards of Education, Decision Making, Educational Objectives, Organizational Change, \*Organizational Climate, Speeches, State Departments of Education, \*Superintendents

In this speech, the process problems facing school boards are examined, and techniques for overcoming these problems are suggested. According to the authors, a school board is a collection of diverse individuals characterized by (1) a lack of criteria to define excellence, (2) a lack of specific goals to focus its work on, (3) a lack of broad policies to define its stance on critical issues, (4) little or no knowledge of employee motivation, (5) ineffective board committees, (6) mutual distrust, (7) time wasting inefficiency, and (8) a lack of properly trained people for the job. To remedy these problems, the author proposes the implementation of organizational development principles. As an alternative, he suggests that traditional boards be replaced by professional boards appointed by State departments of education. (JF)

ED 066 830

EA 004 570

Robbins, Jerry H.

**The Courts, the Schools, and the Dollar.**

Pub Date 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Court Cases, \*Educational Finance, \*Equal Education, \*Equalization Aid, Equal Protection, Federal Aid, \*Property Taxes, School Taxes, State Aid, State School District Relationship

This report discusses the implications of recent court decisions that invalidate local school finance systems on grounds of denial of equal protection. The author examines the school financing options available to Mississippi in the light of these recent State court decisions and in view of a forthcoming U. S. Supreme Court decision on the subject. (JF)

ED 066 831

EA 004 575

Razik, Taher A.

**Systems Approach to Teacher Training and Curriculum Development: The Case of Developing Countries.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-71-D-1-A

Pub Date 72

Note—151p.

Available from—UNIPUB, Inc., P. O. Box 433, New York, N. Y. 10016 (Order No. B-2997, \$4.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Problems, \*Case Studies, Curriculum Design, \*Curriculum Development, Decision Making, \*Developing Nations, Educational Objectives, Educational Planning, Educational Quality, Models, \*Systems Approach, \*Teacher Education

Identifiers—Ceylon, Kuwait, Sudan

This publication describes a model for teacher training and curriculum development in developing nations that utilizes a systems approach. The model focuses on the development of a qualitative analysis concerned with the desired objectives of the educational activities. According to the author, the model (1) can be constantly adapted and corrected in the light of experience, (2) is designed to achieve a specified and measurable outcome, and (3) is designed to keep the end constantly in view. Although the model has been designed for developing countries in today's world, it has also been constructed with an eye to the future. With certain modifications, the model

could be applied to any contemporary educational program. The three developing countries of Sudan, Kuwait, and Ceylon were selected for case studies and as examples of the model's contemporary application possibilities. A specific case study for Sudan is reproduced in the second part of the book. (Author/DN)

**ED 066 832** 88 EA 004 577

*Kiser, Chester And Others*

**An Operational Model for the Application of Planning-Programming-Budgeting Systems to Local School Districts. Post-Pilot-Test Version. Parts One and Two.**

Erie County Board of Cooperative Educational Services, Buffalo, N.Y.; Harless Educational Technologists, Inc., Falls Church, Va.; State Univ. of New York, Buffalo. Western New York School Development Council.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New York State Education Dept., Albany.

Report No.—DPSC-68-6224

Pub Date Jun 72

Note—747p.; Package One of Part Two consists of an overview of the complete project and a ready access index.

Available from—Erie Board of Cooperative Educational Services, 99 Aero Drive, Buffalo, New York 14225 (Both parts \$1.00; or Part One with Package 1 of Part Two, \$50.00)

**EDRS Price MF-\$0.65 HC-\$26.32**

Descriptors—"Budgeting, Cost Effectiveness, Decision Making, \*Demonstration Programs, Educational Accountability, Educational Administration, Educational Finance, Educational Objectives, Educational Planning, Evaluation Techniques, Inservice Programs, Management Information Systems, \*Models, Program Budgeting, Programmed Materials, Programming, School Districts

Identifiers—Elementary Secondary Education Act Title III, ESEA Title II, Needs Assessment, New York, \*Planning Programming Budgeting System, PPBS

This 2-part document is designed to aid school districts in the implementation of a planning programming budgeting system. The first part of the manual contains (1) statements of policy, (2) a master flowchart, (3) organization and functions of a PPBS system, (4) a flowchart of procedures, (5) job outlines, and (6) supplementary appendix material. This first part of the manual represents the "what-to-do" when implementing PPBS, while the next part attacks the problem of "how-to-do-it." The second part consists of five "packages" to construct the model. The model includes two types of training materials for each of the basic project components of planning, programming, budgeting, and an instructional system analytical study. Each package of the model includes a self-instructional concept lesson that has been designed to instruct personnel on the concepts of each component. Each package further contains a set of required tasks. The guidance materials consist of worksheets, narrative instructions, examples, forms, flowcharts, and work schedules. The materials included in the model, the authors argue, should permit school officials to make immediate incremental gains in planning and decisionmaking practices with a resulting increase in the quality of educational programs. (Author)

**ED 066 833** EA 004 578

*Simon, Kenneth A. Grant, W. Vance*

**Digest of Educational Statistics, 1971 Edition.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-72-45

Pub Date 72

Note—156p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-1029, \$1.25, paper cover)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Degrees (Titles), Dropout Rate, Educational Facilities, Educational Research, \*Elementary Education, Employment Statistics, Enrollment, Expenditures, Graduates, \*Higher Education, Income, Libraries, \*National Surveys, School Districts, School Holding Power, \*Secondary Education, \*Statistical Data, Teachers

This document, the 10th in a series of annual publications, provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges and information on enrollments, teachers graduates, educational attainment, finances, Federal funds for education, libraries, international education, and research and development. The digest is divided into five chapters: (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) Federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include summary data on trends in associate degrees conferred and enrollment for advanced degrees; expanded coverage of bachelor's, master's, and doctor's degrees, by field of study; and a new table on first professional degrees conferred; statistics from the National Catholic Educational Association on Catholic elementary and secondary schools, enrollment, and instructional staff; census data on the percent of dropouts in the teenage population; statistics on the percent of public secondary schools offering and the percent of students enrolled in selected subjects; a table on health service libraries; and data on Office of Education funds obligated for instructional materials and equipment. (A related document is ED 046 129.) (Author)

**ED 066 834** 24 EA 004 579

*Markley, O. W. And Others*

**The National Institute of Education: Working Papers on Problems, Goals, and Program Initiatives for NIE. Research Note 16.**

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—EPRC-6747-16

Bureau No.—BR-7-1013

Pub Date Jun 72

Contract—OEC-1-7-071013-4274

Note—139p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—"Agency Role, Educational Development, Educational Needs, \*Educational Objectives, \*Educational Research, Research Methodology, Research Needs, Social Systems, Social Values, Sociocultural Patterns, \*Trend Analysis

Identifiers—"National Institute of Education, Needs Assessment, NIE

This research note combines three papers that suggest roles for the National Institute of Education (NIE). The first paper concludes that the work sponsored by the NIE should depart from past educational research in two ways: (1) educational issues should be examined in the context of broad societal issues and problems and (2) exploration of those issues should be essentially a moral inquiry. The remainder of the paper explores these two assertions, concluding with a discussion of NIE's role in educational reform and some examples of research questions that follow from the analysis presented. In the second and third papers, an attempt is made to translate conclusions from future oriented inquiry about the societal context of education into goals and programs for NIE. (Author/JF)

**ED 066 835** EA 004 580

*Loneragan, Bobbie D.*

**Education Directory: Education Associations 1971-1972.**

Office of Education (DHEW), Washington, D.C. Report No.—DHEW-Pub-No-(OE)-72-71

Pub Date 72

Note—117p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE 5.210:10001-72, \$1.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—"Colleges, \*Directories, \*Education, \*Honor Societies, Institutions, International Organizations, \*Organizations (Groups), Professional Associations, Religious Education Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) State education associations; (4) foundations; (5) reli-

gious education associations; and (6) international education associations. A subject heading index is also provided. (A related document is ED 054 535.) (Author/MLF)

**ED 066 836** EA 004 581

*Babel, John, Jr.*

**Teacher Appraisal: How To Make It More Meaningful.**

Pub Date Feb 72

Note—3p.; Paper presented at American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, April 12-16, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—"Communication (Thought Transfer), Goal Orientation, Management, \*Teacher Evaluation, \*Teacher Improvement, \*Teacher Participation, \*Teachers, \*Teaching Quality

Identifiers—Humanization

In this speech, the ingredients of an effective teacher appraisal system are discussed. The author identifies these ingredients as (1) staff involvement; (2) employment of a good management system; (3) setting clear school goals; (4) effective communication at all levels; and (5) sufficient commitment of time, money, and human understanding. (JF)

**ED 066 837** 24 EA 004 582

*Schalock, H. Del And Others*

**The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation. Volume I: Summary Report.**

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0701

Pub Date Mar 72

Grant—OEG-0-70-4977

Note—441p.; Final Report

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, \$60, Postpaid; Volume I, \$10)

**EDRS Price MF-\$0.65 HC-\$16.45**

Descriptors—Case Studies, Conceptual Schemes, Data Bases, Data Collection, \*Diffusion, \*Educational Development, \*Educational Research, \*Evaluation, Literature Reviews, Manpower Development, Manpower Needs, Measurement Goals, Objectives, Problem Solving, Research and Development Centers, Research Utilization, Staff Role, \*Summative Evaluation

This volume serves as an introduction to and a summary report of the project and provides a description of the context, the rationale, and the objectives of the Studies. The first five chapters describe the purposes to be served by the study, the preparations necessary to serve those purposes, the directions taken and the decisions made to accomplish the work, the variables selected as sources for data collection, and the primary vehicle used to present these data. Three of the next seven chapters serve as outline maps descriptive of the personnel, the outputs, and the work requirements found in educational RDD&E. The remaining four data chapters represent detailed maps, three of which describe the data in terms of the outputs selected as the focus of data collection, and one of which deals with special analyses of the data in response to a limited set of specific questions. The final four chapters of the volume discuss the implications of the Oregon Studies data for (1) conceptual and methodological development, (2) training personnel, (3) developing training models, and (4) further exploration and study. Related Documents are EA 004 583-589. (Pages 394 and 396 may reproduce poorly.) (Author/JH)

**ED 066 838** 24 EA 004 583

*Porter, Bette C., Ed.*

**The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation. Volume II: The Literature of Educational RDD&E (Part One of Two Parts). Final Report.**

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0701

Pub Date Jan 72

Grant—OEG-0-70-4977



Note—580p.

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361. (Complete Set, \$60 Postpaid; Each Part Vol. 2, \$10; Vol. 2 Complete, \$19)

Document Not Available from EDRS.

Descriptors—Action Research, Diffusion, \*Educational Development, Educational Innovation, \*Educational Research, \*Evaluation, \*Evaluation Methods, Evaluation Needs, \*Literature Reviews, Research Methodology, Research Utilization

Volume II is a compendium of the major existing literature that (1) describes the activities performed in educational RDD&E; and (2) presents the frameworks or models that have been used to define, describe, differentiate, and relate educational RDD&E. It serves as a basic literature source for the design and implementation of new training programs to prepare persons for the emerging disciplines of development, diffusion, and evaluation in the field of education. As part of the Oregon Studies, it also served as a basic literature source for the preparation of conceptual framework viewing the domain of educational RDD&E (Volume III) and for the development of the "case study" data-gathering methodology (Volume V). This part (Part 1) of Volume II contains 11 articles that deal with research, 27 with evaluation, and 7 with development. Related documents are EA 004 582 and EA 004 584-589. (Author/JH)

ED 066 839 24 EA 004 584

Porter, Bette C., Ed.

The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation. Volume II: The Literature of Educational RDD&E (Part Two of Two Parts). Final Report. Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0701

Pub Date Jan 72

Grant—OEG-0-70-4977

Note—642p.

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, \$60 Postpaid; Each Part Vol. 2, \$10; Vol. 2 Complete, \$19)

Document Not Available from EDRS.

Descriptors—Action Research, Critical Path Method, \*Diffusion, Educational Development, Educational Innovation, \*Educational Research, \*Evaluation, Evaluation Methods, \*Literature Reviews, Research and Development Centers, \*Research Utilization, Systems Analysis

Volume II is a compendium of the major existing literature that (1) describes the activities performed in educational RDD&E; and (2) presents the frameworks or models that have been used to define, describe, differentiate, and relate educational RDD&E. The volume serves as a basic literature source for the design and implementation of new training programs to prepare persons for the emerging disciplines of development, diffusion, and evaluation in the field of education. As part of the Oregon Studies, it also served as a basic literature source for the preparation of conceptual frameworks viewing the domain of educational RDD&E (Volume III) and for the development of the "case study" data-gathering methodology (Volume V). This part (Part 2) of Volume II contains 15 articles that deal with diffusion and a balance of 26 articles that are distributed across various combinations of RDD&E. Related documents are EA 004 582-583 and EA 004 585-589. (Author/JH)

ED 066 840 24 EA 004 585

Schalock, H. Del, Ed. Sell, G. Roger, Ed.

The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation. Volume III: Conceptual Frameworks for Viewing Educational RDD&E. Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0701

Pub Date Jan 72

Grant—OEG-0-70-4977

Note—292p.

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, \$60, Postpaid; Vol. 3, \$60.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Conceptual Schemes, Diffusion, Educational Change, Educational Demand, \*Educational Development, Educational Improvement, Educational Innovation, Educational Needs, \*Educational Research, \*Evaluation, Evaluation Methods, Literature Reviews, Problem Solving, Research Methodology, Research Utilization

This volume represents the output of a year-long effort to clarify and firm the conceptual base that underlies educational RDD&E. It contains three commissioned papers authored by Drs. Hendrik D. Gideonse, Gene V. Glass and Blaine R. Worthen, and by Leslie J. Briggs and one paper prepared by H. Del Schalock and G. Roger Sell of the staff of the Oregon Studies. The volume also contains a formal critique of each paper, an author response to each critique, and an introductory and summary critique of the papers as a set. Individually, the papers deal with one or more aspects of the domain of educational RDD&E. Collectively, they deal with the domain as a whole. As a set, the conceptual papers and their critiques are intended to serve as (1) a benchmark document with respect to the conceptual structures underlying educational RDD&E, (2) a primary reference for persons entering the field of educational RDD&E, and (3) a stimulus to the continued dialogue that these papers have only begun. Related documents are EA 004 582-584 and EA 004 586-589. (Author/JH)

ED 066 841 24 EA 004 586

Ammerman, Harry L., Ed. And Others

The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation. Volume IV: Profiles of Exemplary Projects in Educational RDD&E (Part One of Three Parts - Research and Development). Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0701

Pub Date Mar 72

Grant—OEG-0-70-4977

Note—473p.

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, \$60 Postpaid; Vol. 4, \$21; Each Part Vol. 4, \$8)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Academic Achievement, Action Research, \*Case Studies, Consolidated Schools, Early Childhood Education, Educational Innovation, \*Educational Research, \*Evaluation, Learning Activities, \*Measurement Goals, Microforms, Objectives, Organization, \*Program Evaluation, Reading Research

This volume contains 20 case study profiles of educational RDD&E projects and, as such, constitutes the data base for the Oregon Studies. This part (Part 1) of Volume IV contains profiles of five research and three evaluation projects along with information that describes the development of the profiles, explains how to read the profiles, and includes a glossary of common profile terms. Each profile contains three sets of data: (1) descriptors of general project characteristics, (2) descriptors of personnel working within the projects, and (3) descriptors of the work requirements within a project. The central data reported in a profile deal with project work requirements. In this regard, each profile describes the output of work effort; the standards established for those outputs; the operations required to produce outputs to specified standards; and the knowledge, skills, and sensitivities needed to carry out those operations. Related documents are EA 004 582-585 and EA 004 587-589. (Parts of pages xxxvi, 9, 47, and page 309 may reproduce poorly.) (Author/JH)

ED 066 842 24 EA 004 587

Ammerman, Harry L., Ed. And Others

The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation. Volume IV: Profiles of Exemplary Projects in Educational RDD&E (Part Two of Three Parts - Development). Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0701

Pub Date Mar 72

Grant—OEG-0-70-4977

Note—464p.

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, \$60 Postpaid; Vol. 4, \$21; Each Part Vol. 4, \$8)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Behavioral Objectives, \*Case Studies, Computer Science, Course Objectives, \*Curriculum Development, \*Educational Development, Educational Research, Instructional Media, Instructional Technology, Leadership Training, \*Measurement Goals, Objectives, \*Program Evaluation, Teacher Education, Vocational Development

This volume contains 20 case study profiles of educational RDD&E projects and, as such, constitutes the data base for the Oregon Studies. This part (Part 2) of Volume IV contains profiles of seven development projects along with information that describes the development of the profiles, explains how to read the profiles, and includes a glossary of common profile terms. Each profile contains three sets of data: (1) descriptors of general project characteristics, (2) descriptors of personnel working within the projects, and (3) descriptors of the work requirements within a project. The central data reported in a profile deal with project work requirements. In this regard, each profile describes the output of work effort; the standards established for those outputs; the operations required to produce outputs to specified standards; and the knowledge, skills, and sensitivities needed to carry out those operations. Related documents are EA 004 582-586 and EA 004 588-589. (Chart on page 666 may reproduce poorly.) (Author/JH)

ED 066 843 24 EA 004 588

Ammerman, Harry L., Ed. And Others

The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation. Volume IV: Profiles of Exemplary Projects in Educational RDD&E (Part Three of Three Parts - Diffusion). Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0701

Pub Date May 72

Grant—OEG-0-70-4977

Note—438p.

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, \$60 Postpaid; Vol. 4, \$21; Each Part Vol. 4, \$8)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—\*Case Studies, Community Involvement, \*Diffusion, Disadvantaged Youth, Educational Development, Educational Innovation, \*Educational Research, Educational Television, Information Centers, Information Dissemination, Information Retrieval, Measurement Goals, Objectives, \*Program Evaluation, Reading Programs, \*Research Utilization, School Visitation

This volume contains 20 case study profiles of educational RDD&E projects and, as such, constitutes the data base for the Oregon Studies. This part (Part 3) of Volume IV contains profiles of five diffusion projects along with information that describes the development of the profiles, explains how to read the profiles, and includes a glossary of common profile terms. Each profile contains three sets of data: (1) descriptors of general project characteristics (2) descriptors of personnel working within the projects, and (3) descriptors of the work requirements within a project. The central data reported in a profile deal with project work requirements. In this regard, each profile describes the output of work effort; the standards established for those outputs; the operations required to produce outputs to specified standards; and the knowledge, skills, and sensitivities needed to carry out those operations. Related documents are EA 004 582-587 and EA 004 589. (Author/JH)



ED 066 844 24 EA 004 589

Carl, Loring M., Ed. *And Others*  
**The Oregon Studies in Educational Research, Development, Diffusion, and Evaluation, Volume V: A Methodology for the Study of Educational RDD&E. Final Report.**

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0701

Pub Date Mar 72

Grant—OEG-0-70-4977

Note—379p.

Available from—Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, \$60 Postpaid; Vol. 5, \$10)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Case Studies, Computer Programs, Data Analysis, Data Collection, Data Processing, Diffusion, Educational Development, \*Educational Research, \*Evaluation Criteria, \*Guides, Program Evaluation, \*Research Methodology, Research Utilization, School Visitation

The primary purpose of this volume is to serve as a "how to" manual for individuals interested in replicating or expanding the data collected by the Studies. Two introductory sections discuss the development of the methodology and the organization of the methodology description. The three subsequent chapters, which constitute the body of the document, are devoted to a presentation of the methodology. The first of these chapters describes the procedures involved in generating data from the sites selected for study. The second chapter describes data reduction activities, while the third chapter describes the procedures involved in the preparation of a profile description of the site visited. An epilogue following the three methodology chapters discusses briefly the nature of the methodology as a technological contribution. Related documents are EA 004 582-588. (Author)

ED 066 845 EA 004 594

Cober, John G.

**Investment Practices of Local School Districts.**  
 Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.

Pub Date Feb 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Finance, \*Investment, \*Policy, \*School Districts, \*School Funds, School Taxes

Identifiers—Pennsylvania

This study determined the number of Pennsylvania school districts that invest surplus funds and the rate of return on these investments. Also examined was the relationship among the amount of money earned from investments and the assessed value of the district, the aid ratio, the income from real estate, and the beginning and ending balance to determine which variables affect the investment process. Descriptions of practices for efficient investment of school funds are included. (Author/JF)

ED 066 846 EA 004 597

**Relocatable School Facilities. A Report.**  
 Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 64

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, Component Building Systems, \*Educational Facilities, Enrollment Rate, \*Facilities, Facility Expansion, Flexible Classrooms, Flexible Facilities, Mobile Classrooms, Movable Partitions, Planning (Facilities), Prefabrication, \*Relocatable Facilities, School District Spending, School Improvement, School Planning, Space Utilization

This document provides baseline information about temporary facilities as alternatives to school construction. More than 40 individual school districts in 18 States cooperated in a review of their units. The study scans the problem of temporary facilities historically, analyzes prevailing conditions at the beginning of the 1960's, makes projections concerning future use of relocatables, discusses new developments and transportation problems, and includes guides for calculating costs. The publication includes a

detailed chart that displays specifications for and costs of the temporary structures in 23 selected districts. The chart is keyed to photographs and descriptions of some of the district units surveyed in the study. The document concludes with sketches and plans for a "convertible classroom/commons core" -- a permanent structure designed to serve multiple purposes in conjunction with linkage provisions for a variable number of relocatable units. (Photographs may reproduce poorly.) (MLF) 130EC

ED 066 847 EC 042 794

Zakia, Richard D.

**Fingerspelling and Speechreading as Visual Sequential Processes.**

Rochester Inst. of Tech., N.Y.

Pub Date Apr 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aurally Handicapped, College Students, \*Exceptional Child Research, \*Finger Spelling, \*Reading Ability, Sequential Learning, \*Speech Skills, Undergraduate Study, Visual Perception

The pamphlet focused first on questions concerned with the relative ability of deaf and hearing students to visually process words when presented letter by letter, and with relationships existing among deaf students between the ability to process words presented tachistoscopically, letter by letter, and the ability of the same student to process words through finger spelling and through speech reading. Then reported was a study involving 33 deaf and 19 hearing students at the post-secondary level in which the processing of verbal information (words) visually and the relationship of the deaf students' ability to identify words presented in rapid letter-by-letter graphic sequence and ability to read finger spelling and to speech read were investigated. A comparison of the relative ability of deaf and hearing post-secondary subjects to correctly identify printed meaningful words when their letters were presented sequentially indicated that the deaf subjects were superior under all conditions tested. Lack of a statistically significant correlation between the ability to read printed words whose letters are presented sequentially and the ability to read words formed by speech suggested that the perception of these two tasks was different. (Author/CB)

ED 066 848 EC 042 874

Cortazzo, Arnold D. *And Others*

**Divisional Concept — A Model for Progress.**

South Florida Foundation for Retarded Children, Opa Locka.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Administrative Change, \*Administrative Organization, \*Exceptional Child Research, Institutionalized (Persons), \*Mentally Handicapped, Program Evaluation, \*Rehabilitation, \*Residential Programs

The study of the divisional concept, a residential model to intensive programming for optimal resident development, reported on effectiveness of intensive, specialized treatment programs on growth and development of retarded residents and compared effectiveness of four divisional or intensive, specialized treatment approaches to single, large multi-purpose facility. The rehabilitation program in the residential institution was explained to have been divided into four divisions of vocational rehabilitation, education and training, independent living, and development and training. Principles underlying the divisional concept were reported to be that every resident was programmed, that programming was made meaningful and coordinated over a 24-hour period for both in-cottage and outside cottage settings, that programming was comprehensive in nature since the program decisions for a child were team prescriptions carried out by assigned team members in reasonable harmony, that residents and program receive more frequent evaluation, and that parents of residents were involved more often in group and individual meetings. Studies on adaptive behavior indicated that the divisional concept was a more efficient framework within which personnel, social, and real or potential vocational progress may be expected. (CB)

ED 066 849 EC 042 875

**Eye Examination Findings Among Children. United States.**

Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jun 72

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Childhood, Demography, \*Exceptional Child Research, \*National Surveys, Statistical Data, Vision, Vision Tests, Visual Acuity, \*Visually Handicapped, \*Visual Perception

Reported were extensive statistical data on the prevalence of abnormal eye conditions found on examination, heterophoria test results, and history of eye problems as well as extent of interrelationship of the eye examination and vision test findings among children aged 6 to 11 years in the United States, based on findings from the Health Examination Survey of 1963-1965. A total of 7,119 children were examined and were thought to be closely representative of the population from which they were drawn with respect to age, sex, race, region, and other demographic and socioeconomic variables. Selected major findings included: that nearly one-tenth of the children were found to have a disease condition or other abnormality in one or both eyes, that strabismus was the eye condition most frequently found, that two out of five children were found to have some marked degree of eye muscle imbalance, that significant deviations in the position of the binocular image at distance were likely to be ones of convergence or downward, that the prevalence of defective color vision was higher among children with defective than among those with normal visual acuity, and that the most frequent eye problems reported by parents for the children were those such as visual acuity defects and symptoms of burning or itching around the eye. (CB)

ED 066 850 EC 042 926

Eden, Kathleen *And Others*

**Auditory Training: A Guide for Teachers of the Handicapped.**

Iowa State Dept. of Public Instruction, Des Moines; Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Pub Date Sep 72

Note—242p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Auditory Perception, \*Auditory Training, Aural Learning, \*Aurally Handicapped, Aural Stimuli, \*Elementary Education, \*Exceptional Child Education, \*Lesson Plans, Memory, Remedial Instruction, Remedial Programs, Sequential Learning, Teaching Guides

Approximately 250 remedial lessons in auditory training for the elementary school child are presented for six major areas: auditory reception, auditory discrimination, auditory memory, auditory sequential memory, grammatic closure, and auditory association. The lessons are designed for the child who has adequate auditory sensitivity, but who does not respond to auditory stimuli as others do. Within each major area the activities are divided into readiness, academic, and advanced levels. The levels are intended only to provide a means of dividing the activities into sections which become progressively more difficult. The lessons are said to assume an average class length of 50 minutes. The lessons are generally arranged into sections denoting instructional objective, materials to be used, activities to achieve objective, and occasional comments. Rationale for the remedial program precedes 31 lessons on auditory reception, 30 lessons on auditory discrimination, 68 lessons on auditory memory, 104 lessons on auditory sequential memory, 17 lessons on grammatic closure, and 23 lessons on auditory association. The lessons are replete with practical instructions to the teachers, ideas, and activities for achieving the educational objective. (CB)

ED 066 851 EC 042 966

**Third Annual Report of the National Advisory Committee on Handicapped Children.**

National Advisory Committee on Handicapped Children.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, \*Educational Programs, \*Exceptional Child Education, \*Federal Government, Federal Legislation, Government Role, \*Handicapped Children, \*National Programs

Identifiers—National Advisory Committee on Handicapped Child

Letters of transmittal, explanation of authorization and duties of the National Advisory Committee on Handicapped Children, and a list of members of the committee as of June 30, 1970, precede a summary of the committee's recommendations, a review of activities of the Bureau of Education for the Handicapped, a review of new program developments, and task force reports. The five recommendations focus on the handicapped force reports. The five recommendations focus on the Handicapped Children's Early Education Assistance Act, identification of disabilities in federally funded educational programs, education for deaf blind children, intelligence measurement, and appropriations for professional education. Review of activities of the Bureau of Education for the Handicapped is stated to concern new and developing programs and certain issues related to the Bureau's functioning. New program developments reviewed include the Handicapped Children's Early Education Assistance Program, current legislation for preschool children such as the Comprehensive Preschool Education and Day Care Act of 1969, special programs for children with specific learning disabilities, deaf blind centers, and regional resource centers. Task force reports then cover handicapped children in the inner cities and student involvement in special education, for example. (CB)

ED 066 852 EC 042 967

Health Education on Drug Abuse and the Handicapped Child.

New York State Education Dept., Albany. Div. for Handicapped Children.

Pub Date Nov 71

Note—134p.; Proceedings of a Special Study Institute, November 3-5, 1971, Hofstra University, Hempstead, N.Y.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Programs, Conference Reports, \*Drug Abuse, \*Drug Education, \*Exceptional Child Education, \*Handicapped Children, \*Health Education, Legal Problems, Legal Responsibility, Medical Treatment

Eight major papers from an institute on health education on drug abuse and the handicapped child are presented, some of which are followed by question-and-answer sessions. The keynote address on medical aspects of drug abuse discusses primarily the various legal drugs (and their side effects) that are used by handicapped children, usually at the instigation of the teacher. It is recommended that drug use be monitored by a physician. The second brief paper on methods and materials on drug abuse notes that the key in educational programs is in staff involvement with children. A humanistic approach to drug education is then advocated in the third paper. Two short papers focus on drug education and the handicapped child, explaining that the drug culture is open to the handicapped child as well as to the normal child and that it is natural for life to have problems. The lengthy sixth paper examines legal aspects of drugs, explains the legal process followed when an adolescent is involved in drug possession or a drug-related crime, and suggests how teachers can help students involved in the legal system. Educational aspects and ways of effectively disseminating information to teachers and children are covered in the seventh paper. Then explained in the eighth paper is a computer based resource unit in health education. (CB)

ED 066 853 24 EC 042 968

Spring, Carl

Perceptual-Speed Deficit in Reading-Disability Children.

California Univ., Davis.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Contract—OEC-9-71-0021(057)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Drug Therapy, \*Exceptional Child Research, \*Hyperactivity, Learning Disabilities, \*Perception, Perceptual Motor Coordination, Rating Scales, Reactive Behavior, \*Reading Difficulty, \*Reading Speed

In Study I, reading disability children were tested on perceptual encoding speed with a visual reaction-time task requiring same-different judgments. Performance of disabled children deteriorated as testing progressed, and recovered after a rest. In Study II, the poor readers of Study I were rated by their teachers on a 15-item inventory of abnormal motor behavior. Reaction time from initial trials of the test given in Study I was significantly correlated with the motor coordination factor on the inventory. In Study III, hyperactive boys taking methylphenidate medication and hyperactive boys whose medication was temporarily discontinued were tested. Reaction time on early trials was not significantly different for boys in the on-medication and off-medication groups. As testing progressed, reaction times of normal boys and boys taking medication remained fairly stable, while the performance of hyperactive boys not taking medication declined. (Author/CB)

ED 066 854 24 EC 042 969

Sachs, David A.

The Effects of Differential Reinforcement Conditions and the Conditioned Emotional Response on Discrimination Learning. Final Report.

New Mexico State Univ., Las Cruces.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.

Pub Date Aug 72

Contract—OEC-6-71-0540(509)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Conditioned Response, \*Discrimination Learning, \*Exceptional Child Research, \*Handicapped Children, \*Positive Reinforcement, Reactive Behavior, Reinforcement, Research Methodology

Three studies, using handicapped children, investigated: effects of three different reinforcement contingencies (positive reinforcement, removal of positive reinforcement, and combination of positive reinforcement and removal of positive reinforcement) on a steady-state discrimination task; effect of a conditioned emotional response procedure on a steady-state discrimination task; and effect of a conditioned emotional response procedure on rate of words emitted. Results of the three studies indicated: percent of correct discriminations was highest for removal of positive reinforcement; no significant differences were found in response latencies for any of the three reinforcement conditions; conditioned emotional response procedures had no effect on response latency or percent correct discriminations; conditioned emotional response procedures had no effect on rate of words emitted. Major implications of studies were discussed. (Author)

ED 066 855 24 EC 042 970

Gordon, Don E.

Survey of Speech Articulation Disorders Among Military Dependent Children.

Fitchburg State Coll., Mass.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Grant—OEG-1-71-0020(509)

Note—231p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Articulation (Speech), \*Exceptional Child Research, \*Fathers, Incidence, \*Military Personnel, National Surveys, \*Speech Handicapped

Reported was a study involving 20,000 (army) military dependent children (MDC) attending 75 schools in seven school systems throughout the continental United States during 1971. Testing of 412 randomly selected MDC using the Goldman-Fristoe Test of Articulation revealed a significant correlation and associative factor between MDC speech articulation disorders and the number of combat tours of duty spent by the soldier-father in Vietnam. No significant correlations were reported between comparisons of speech articulation

disorders to geographical separation of the soldier father from his family unit, number of houses in which the child lived, military grade or rank of the father, father's age, familial placement of the child, or the father's military occupational specialty. The types of speech articulation disorders recorded among tested MDC approximated those reported in the literature for the general school age population. The incidence rate among MDC was higher than the norm in grades 1 through 4, but lower than the norm in grades 5 and 6. In two of the three schools in which MDC attended with civilian dependent children (CDC), the speech articulation disorder incidence rate among MDC was about three times greater than that for CDC in grades 2 through 4, but lower in grades 5 and 6. (Author)

ED 066 856 EC 042 978

Kane, Terry J. Rawls, Horace D.

Use of a Self-Anchoring Technique in Assessing Self-Concepts of Visually Impaired Persons.

Pub Date [70]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, \*Exceptional Child Research, \*Rating Scales, \*Self Concept, \*Self Evaluation, \*Visually Handicapped

The Cantril-Kilpatrick Self-Anchoring

Technique (1960) was used to assess self-concepts of visually impaired persons by performing a numerical evaluation of visually impaired persons' self ratings and a content analysis specifying dimensions used by the individuals in rating themselves. A total of 577 persons participated. Results showed that the majority of clients placed themselves at the middle of the scale. It was also found that the noncongenital group consistently rated themselves higher at the positive end of the scale. Younger clients were reported to have better self concepts than those individuals 30 years of age and over. Analysis of data included descriptive comparisons between clients interviewed in the field and those in the clinic, comparisons between races, age categories, sexes, degrees of residual vision, age at onset of visual impairment, the length of impairment, and education categories; some emphasis was placed on rural distinctions. (CB)

ED 066 857 EC 042 987

Improving Teacher Skills at Pupil Assessment.

Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children; New York State Education Dept., Albany. Special Education Instructional Materials Center.

Pub Date May 72

Note—260p.; Proceedings of Special Study Institute, May 3-5, 1972, Binghamton, New York

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Ability Identification, \*Academic Ability, Behavior Change, Conference Reports, \*Exceptional Child Research, \*Handicapped Children, Institutes (Training Programs), \*Instructional Materials, Perceptual Motor Learning, Teacher Education, Testing

Presented are 14 papers from an institute intended to provide teachers with exposure to various methods of pupil assessment and materials to use once a student profile is developed. Papers generally include an outline of the topic discussed followed by samples of the instructional materials presented. An overview of an itinerant learning disabilities training and service model points out that a key feature of the program is a materials retrieval system. Assessing and training perceptual motor processes and perceptual materials and techniques are then discussed. Formal and informal testing for oral and silent reading is covered, followed by explanation of the writing of instructional behavioral objectives. Explanation of mathematics instructional materials and techniques precedes coverage of prescription process and prescription writing and a short paper on administration and scoring of an informal skills tests. A lengthy paper then provides instructions for parents to implement behavior modification programs with their children. The next topic is instructional material and teaching techniques, especially in relationship to reading, which is followed by short papers on Q sort, using readability measures, participant administration of an informal skill test, and task analysis, respectively. (CB) I30EM

**ED 066 858** EM 009 694  
Fielding, Gordon J., Ed. Rumage, Kennard W., Ed.

**Computerized Instruction in Undergraduate Geography.**

Association of American Geographers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—83p.; Geographic Technical Paper Series, Number 6

Available from—Association of American Geographers, Commission on College Geography, Washington, D.C. 20009

**Document Not Available from EDRS.**

Descriptors—\*Computer Assisted Instruction, Computer Programs, \*Games, \*Geography Instruction, \*Simulation, Undergraduate Study

Different approaches to using computer-assisted instruction (CAI) in teaching geography are presented in this collection of papers. The first paper overviews the use of computers in undergraduate instruction. Next is a paper on a program at the University of Iowa which was designed to introduce students to some of the basic principles associated with spatial competition in location theory through sequentially ordered games. Following this paper is a presentation of a unit developed at the University of Minnesota which reviews heat and moisture balances and then applies these principles to man-environment interaction in East Africa. A third CAI program, from the State University of New York, examines aspects of land use decision through a gaming situation. A program designed primarily to develop the concept of relative locational advantage with respect to port growth, and to explore the structure of models and their application in problem solving, is presented next. The final CAI program is an exercise that explores concepts of distance and direction in geography. Three abstracts of additional geography-related CAI units are also included. (SH)

**ED 066 859** EM 009 877  
Evanson, Dudley, Ed. Shamberg, Michael, Ed.

**Radical Software. Number Five.**

Pub Date 72

Note—120p.

Available from—Radical Software, Suite 1304, 440 Park Avenue South, New York, N.Y. 10016 (\$3.00)

Journal Cit—Radical Software; n5 Spring 1972

**Document Not Available from EDRS.**

Descriptors—Cable Television, Mass Media, Media Technology, Television, \*Video Cassette Systems, \*Video Equipment, \*Video Tape Recordings

A collage of information and opinions about video hardware and software and cable television is compiled in this combination magazine-catalog directory. One of eleven sections, labeled "Learning," includes a few observations about how students from Antioch College have used video for community involvement and interdisciplinary studies and a short essay that describes the Pacific High School apprenticeship program. The magazine includes a 13-page directory of groups and individuals in the U.S. and nine other countries who are interested in making videotapes and exchanging information and equipment, a comprehensive state-of-the-art report on half-inch video equipment, a bibliography of useful reference books, the name and address of two discount video dealers in Manhattan, and an invitation to other groups to take over future editions of the magazine. (MG)

**ED 066 860** EM 010 077  
It's So Simple; Click and Print.

Education Development Center, Inc., Newton, Mass.

Pub Date 69

Note—23p.

Available from—Workshop for Learning Things, Inc., 5 Bridge Street, Watertown, Massachusetts 02172

**Document Not Available from EDRS.**

Descriptors—Elementary School Students, Grade 6, \*Guides, Photographic Equipment, Photographs, \*Photography, Student Developed Materials

Identifiers—Panax Cameras

Written by a class of sixth graders, this guide to the operation and use of "Panax" cameras offers suggestions for taking pictures and explains how

to develop and print the pictures. The structure of the camera is first described, then the loading procedure is explained. Picture taking, unloading, developing, and printing are carefully detailed in the rest of the booklet. Photographs and drawings liberally illustrate procedures discussed. (SH)

**ED 066 861** EM 010 082  
Baran, Paul

**The Future of Newsprint; 1970-2000. Report R-16.**

Institute for the Future, Menlo Park, Calif.

Pub Date Dec 71

Note—49p.

Available from—Institute for the Future, 2725 Sandhill Road, Menlo Park, California 94025 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Air Pollution Control, \*Ecological Factors, News Media, \*Newspapers, \*Paper (Material), \*Pollution, \*Publishing Industry

A panel of 37 experts predicted trends in the use of newsprint by the year 2000. The panelists agreed that as a result of increasing education, worldwide demand for newsprint will continue to increase, with consumption exceeding 35 million short tons a year in 2000, compared with 10 million in 1950 and 22 million in 1970. The type of paper desired is expected to change somewhat. Because of rising postal rates, there will be significant demand for lighter weight newsprint. There is likely to be an increase in the use of the offset process in lieu of letterpress for newspapers, and the demand for a better quality paper will increase faster than that for standard newsprint. It is unlikely that an economically competitive biodegradable plastic paper suitable for newspaper use will be developed. As a result of anti-pollution laws, the percentage of pulp reclaimed in the United States will rise from 20 percent in 1970 to 40 percent in 2000. It is quite unlikely that air and water pollution will be completely eliminated from paper pulp production. The cost of greatly reducing or eliminating such pollution will significantly affect the price of newsprint. (JK)

**ED 066 862** EM 010 095  
Roid, Gale H.

**User's Guide to "MULE"; McGill University Language for Education. A Computer-Assisted Instruction Author Language.**

McGill Univ., Montreal (Quebec).

Pub Date 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, \*Computer Assisted Instruction, Computer Programs, Guides, \*Programming Languages

Identifiers—McGill University, \*MULE computer language

A computer-assisted instruction (CAI) author language and operating system is available for use by McGill instructors on the university's IBM 360/65 RAX Time-Sharing System. Instructors can use this system to prepare lessons which allow the computer and a student to "converse" in natural language. The instructor prepares a lesson by coding text material, questions, and answers in a special CAI language. The coded lesson is prepared for input to the MULE compiler. Once the lesson has been placed in a disk file it can be called upon from any remote terminal connected to the RAX system by a student who then proceeds through an instructional dialogue with the executing program. Basic parts of the MULE language are explained here, including the statement form, label field, operation code field, operation codes for display statements, operation codes for response processing statements, and operation codes for control and accounting statements. Student's times, responses, and scores are automatically recorded on a permanent file. (JK)

**ED 066 863** EM 010 096  
Shore, Bruce M.

**Microteaching: A Brief Review.**

McGill Univ., Montreal (Quebec).

Pub Date 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Bibliographies, Inservice Teacher Education, \*Literature Reviews, \*Microteaching, Secondary School Teachers, Student Teaching, Teacher Education, Teaching Techniques, \*Training Techniques, Video Tape Recordings

Identifiers—Minicourses

Microteaching was developed in 1963 at Stanford University and was used initially for the training of secondary school teachers. It is controlled practice of specific teaching behavior; therefore, the role of the supervisor is important. Microteaching has the following advantages: faculty have to get together to agree on common purposes in its use; it becomes feasible to follow trainee performance closely; the program is individualized and not bound by any particular course structure; evidence of suitability for teaching is obtained; it is a useful resource tool; it simplifies the complex teaching process in the trainees' first contact with the tasks involved; it is efficient in terms of staff time, use of real pupils, their classrooms, and training facilities. "Minicourse," an adaptation of microteaching, differs from it in four ways: it is primarily an in-service, not a pre-service, model; it is a self-contained package that can be used wherever videotaping is available; trainees are self-evaluated by a structured critique, not a supervisor; films and tapes of model lessons serve as the basis for evaluation. An extensive bibliography is appended which includes applications of microteaching to subject matter and skills involved. (JK)

**ED 066 864** EM 010 108  
Miles, J. S.

**Report on a Survey of CATV-MATV-TV Distribution Systems at College and Universities.**

Pub Date Jan 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cable Television, Closed Circuit Television, \*College Instruction, Colleges, \*Community Antennas, \*Instructional Television, \*Media Technology, School Surveys, \*Surveys, Universities

Identifiers—Master Antenna Television

Personnel at 48 colleges and universities completed a survey about the nature of the television system they use as an aid to instruction. The survey described various kinds of systems, including varieties of community antenna television (CATV), master antenna television (MATV), and closed-circuit television, and asked the respondent to indicate whether such a system was in use at his school. Results showed that no particular pattern of use was favored predominantly. Although rumors had indicated that at least some institutions felt that instructional television (ITV) was on the decline, the survey did not bear this out. The conclusion was reached that on campuses where ITV has been integrated carefully into the administrative and academic situation, it shows no sign of being eliminated. On the contrary, it is now more than ever before an integral part of the curriculum. (JK)

**ED 066 865** EM 010 110  
Computer Yearbook 72.

Pub Date 72

Note—628p.

Available from—Gale Research Company, Book Tower, Detroit, Michigan 48226 (\$39.00)

**Document Not Available from EDRS.**

Descriptors—Communications, \*Computer Assisted Instruction, \*Computers, \*Computer Science, \*Computer Science Education, Educational Technology, Information Processing, Instructional Technology, On Line Systems, Optical Scanners, Programming Languages, Reference Books, Telecommunication, Yearbooks

Recent and expected developments in the computer industry are discussed in this 628-page yearbook, successor to "The Punched Card Annual." The first section of the report is an overview of current computer hardware and software and includes articles about future applications of mainframes, an analysis of the software industry, and a summary of the outlook for the optical character reader. The second section reviews computer applications in 13 fields, including accounting, banking, communications, education, government, medicine and transportation. The subsection on computer applications in education asserts that "many men of authentic vision are exuberantly optimistic" about the prospects, and describes several projects including computer-aided instruction at Stanford University and in Appalachia, and computer-aided attendance-taking for some 63,000 school children in Pontiac, Michigan. The third section of the book consists of observations and predictions by industry executives, the fourth discusses employment oppor-



tunities, and the last is a summary of information about the major computer languages. (MG)

**ED 066 866**

EM 010 112

Powers, Richard B.

**Personalized Systems of Instruction: How Evaluate?**

Pub Date 10 May 72

Note—24p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, New Mexico, May 10-13, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Instruction, Colleges, \*Evaluation Methods, Evaluation Techniques, \*Individualized Instruction, Lecture, \*Psychology, Questioning Techniques, \*Research Needs, Self Control, Teaching Techniques

Identifiers—Keller (Fred), \*Personalized System of Instruction

Although Fred Keller's personalized system of instruction (PSI) has had a surprisingly rapid adoption in colleges and universities since its introduction in 1964, sound evaluation techniques for the method are still needed. Verbal reports are vague, while other methods that have been used are idiosyncratic and depend on the way the teacher presents the course. Oral interviews and self-pacing studies have other flaws. Much of the research to date has been sloppy, and many procedures have been introduced with only the flimsiest bit of empirical justification. Since a primary aim of PSI is to stimulate interest in the course, some dependent variables with measure interest might be studied. These might include the number and pattern of withdrawals in the course, a question-asking profile, or use of an interest library consisting of articles related to lectures which are stocked in student dormitories. Also, a self-management project might supplant traditional rat experiments in psychology courses. (JK)

**ED 066 867**

EM 010 114

Goodall, Peter

**PSI as Viewed by an Engineering Student.**

Pub Date 10 May 72

Note—11p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, New Mexico, May 10-13, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Students, Grouping (Instructional Purposes), \*Individualized Instruction, Proctoring, Speeches, \*Teaching Methods, Tutorial Programs, \*Tutoring

Identifiers—\*Personalized System of Instruction, PSI

Personalized System of Instruction (PSI) is an instructional plan which uses units of material and divides classes of students into small groups, each with a "manager" in charge. The manager is one who has taken the course previously; he acts as a chief proctor who gives oral examinations to the first four students who are ready to pass a unit and who then become student proctors for the rest of the course for that unit. All other students pass that unit by taking an oral examination from those four students, and advance through the course by becoming proctors of other units. The manager also gives written examinations for each unit. In this way, the material in the course is explained at a level of the professor who has been familiar with the material for a long period of time. When the PSI was used in a beginning psychology course at Utah State University, the amount and depth of learning achieved was apparently much greater than is usually the case with other methods of instruction. (SH)

**ED 066 868**

EM 010 116

Brown, James W.

**Recent Manpower Studies: Some Implications for AECT.**

California State Univ., San Jose.

Pub Date Mar 71

Note—23p.; Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (Philadelphia, Pennsylvania, March 1971)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Audiovisual Coordinators, Audiovisual Directors, \*Manpower Needs, \*Manpower Utilization, \*Media Specialists, Non-professional Personnel, \*Personnel, Personnel Needs, Professional Personnel, Research Proposals, School Personnel, Specialists

Studies and reports on functions and training of educational media personnel are summarized, and recommendations based on them are presented. Most of the studies catalog specific tasks performed by different types and levels of educational media personnel, analyze the nature of the tasks, classify them as being most appropriately performed by "professional" or "non-professional" personnel, group them into job clusters, and recommend levels of training or education for each. Recommendations include: 1) differences in position titling and functions should be reconciled; 2) recommendations from existing studies should be used rather than augmented by further studies; 3) standards for training media personnel should be agreed on; 4) the quality of new media personnel should be improved; 5) an official statement of professional aims and conditions should be prepared; 6) national certification guidelines should be prepared; and 7) provision for on-the-job and continuing professional education should be made. (JK)

**ED 066 869**

EM 010 118

Markhan, James W., Ed.

**International Communication as a Field of Study.**

Iowa Univ., Iowa City.

Pub Date 70

Note—158p.; Reports and Papers from the Wing-spread Symposium on Education and Research in International and Comparative Communication

Available from—University of Iowa Press, Iowa City, Iowa 52240

**Document Not Available from EDRS.**

Descriptors—Area Studies, \*Communications, Curriculum, Doctoral Programs, Foreign Relations, \*Graduate Study, Interdisciplinary Approach, \*International Education, Journalism, \*Mass Media, \*Professional Education, Research Needs, State of the Art Reviews, Symposia, Teaching Methods, Vocational Education

This collection of reports and papers critically examines the state of education in international and comparative communication studies in American universities. The papers grew from a symposium on the study of international communication held in 1969. The interaction and play of mass communication in international affairs, a relatively new phenomenon, was the prime concern of the symposium. The symposium traced the development and growth of international studies from data gathered by three different surveys at intervals over a 15-year period. It attempted to assess theory, philosophy, method, course organization, curriculum content, sources, and data collection. It analyzed the problem of integrating international orientations into the professional curriculum. Comparative studies were seen as an interdisciplinary field. The symposium looked at what was right and wrong in present practice, and it suggested changes and research problems for the future. (JK)

**ED 066 870**

EM 010 124

Kemelfield, Graeme

**The Evaluation of Schools' Broadcasts: Piloting a New Approach.**

Leeds Univ. (England).

Pub Date Jan 72

Note—121p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Children, Educational Television, \*Evaluation Methods, \*Instructional Television, \*Program Evaluation, Technical Reports, Television

Identifiers—Great Britain, Independent Television Authority, Leeds University

In an attempt to determine a relatively standardized formula for evaluating children's television programs, a concept of flexible and varied means of exploring the characteristics of children's responses to particular programs and styles of programs according to the kinds of questions that each program raises was developed. The ways in which the concept of evaluation was defined are outlined, and the research methods which were evolved for undertaking specific pieces of evaluation are described. An account of three pilot studies which were carried on existing programs is given, along with an estimate of the feasibility and utility of such an evaluation as a means of providing feedback on broadcast output. (JY)

**ED 066 871**

EM 010 131

Johnson, Leland L.

**Cable Communications in the Dayton Miami Valley: Summary Report.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; Ford Foundation, New York, N.Y.

Report No—R-942 KF/FF

Pub Date Jan 72

Note—56p.

Available from—Communications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cable Television, Community Antennas, Computers, Costs, Facsimile Communication Systems, \*Feasibility Studies, Home Instruction, Home Programs, \*Information Systems, Media Technology, \*On Line Systems, Telecommunication

Identifiers—Broadband Cable Communication, Dayton Miami Valley, Wired City

The report summarizes a ten-part study of prospects for cable television (CATV) in the 13 communities that make up the metropolitan area of Dayton, Ohio. The report, written in non-technical language, deals with the economics and technology of CATV, the range of new services that might be provided via CATV, and questions of franchising and ownership of CATV systems. On the basis of these considerations and a ten-year financial projection, the report recommends construction of an interconnected network of six cable systems. The basic system consists of a dual cable plant providing about 40 video channels from the headend to subscriber locations, plus two or three video channels in the reverse direction to permit remote program originations and to provide capacity to handle facsimile mail, data storage and retrieval, viewer interrogation and response, and other services that may be perfected within 5-10 years. For the large number of "general" viewers the report recommends access to ten channels on each of the two cables. For "special interest" viewers another 20 channels would be provided via set-top converters. (MG/Author)

**ED 066 872**

EM 010 135

Hope, Thomas W.

**AV in Education 1971. AV-USA Supplement 1.**

Hope Reports, Rochester, N. Y.

Pub Date Oct 71

Note—48p.; See also EM 010 133, EM 010 134, EM 010 136

Available from—Hope Reports, 58 Carverdale Drive, Rochester, N.Y. 14618 (\$45.00 hard cover, \$40.00 soft cover)

**Document Not Available from EDRS.**

Descriptors—\*Audiovisual Aids, Colleges, Community Agencies (Public), \*Educational Equipment, \*Educational Finance, \*Expenditures, Public Health, Religious Agencies, School District Spending, Universities

The result of a national audiovisual survey, this supplemental edition of a report presents detailed information on audiovisual expenditures in schools, universities, community agencies, medicine and public health, religion, commercial rental film libraries, and educational film libraries. Among expenditures detailed are those for materials (software), equipment (hardware), and educational television; additional information such as significant developments and trends, damage and thefts, sales, federal aid, and average film lengths is provided in the section on school spending. Two interpretive articles conclude the body of the report, and an appendix covers criteria and revisions, federal aid tables, corporate structures, and libraries in the film library survey. A bibliography and index are also included. (SH)

**ED 066 873**

EM 010 142

Johnson, Leland L. And Others

**Cable Communications in the Dayton Miami Valley: Basic Report.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; Ford Foundation, New York, N.Y.

Report No—R-943 KF/FF

Pub Date Jan 72

Note—544p.

Available from—Communications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$5.00)  
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Cable Television, Community Antennas, Computers, Costs, Home Instruction, Information Systems, Instructional Television, Media Technology, Medical Education, \*On Line Systems, Telecommunication

Identifiers—\*Broadband Cable Communications, CATV, Dayton Miami Valley, Wired City

The report is a ten-part study of prospects for cable television (CATV) in the 13 communities that make up metropolitan Dayton, Ohio. The first three parts deal with the technology and economics of CATV. The next five deal with services that could be provided via CATV. Part seven describes how CATV could be useful for elementary and secondary school needs, and points out that an additional cable could be added to the proposed system for the exclusive use of Dayton schools at a relatively low additional cost. Part eight describes how CATV could provide flexible and convenient continuing education for Dayton doctors. The final two parts of the report deal with issues of franchising and ownership of CATV systems. On the basis of these studies the report recommends development of a network of six interconnected CATV systems, providing 20-40 video channels from the headend to subscriber locations, plus two or three video channels in the reverse direction to permit remote program origination and to provide capacity for future two-way communication services. (MG)

ED 066 874 EM 010 144

Pedone, Ronald J. And Others

Financial Statistics of CPB-Qualified Public Radio Stations: Fiscal Year 1970. Advance Edition.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—95p.; Educational Technology series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Broadcast Industry, \*Educational Radio, \*Expenditures, Financial Support, Operating Expenses, \*Radio, Surveys  
Identifiers—\*Corporation for Public Broadcasting, CPB

Based on information provided by public television and radio station licensees to the Corporation for Public Broadcasting (CPB), this report presents financial data for fiscal year 1970 for CPB-qualified public radio stations in the United States. A brief discussion of the 91 CPB-qualified public radio stations is provided first, along with an accounting of incomes both from instructional services and indirect operation costs absorbed by other institutions. Direct operating costs and capital expenditures are next outlined, and a final section briefly deals with cumulative capital expenditures. Summary tables, comprising the major portion of the report, offer complete descriptions of these data classified by geographical region and type of licensee. Appended are criteria for determining CPB assistance eligibility, a history of surveys of CPB-qualified public radio stations, a methodological description of surveys conducted, and questionnaire items and definitions. (For related document see ED 064 953). (RH)

ED 066 875 EM 010 151

Proceedings of the 1972 Conference on Computers in Undergraduate Curricula.

Georgia Inst. of Tech., Atlanta.; Southern Regional Education Board, Atlanta, Ga.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—578p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Art Education, Biology, Business Education, Chemistry, \*Computer Assisted Instruction, Economics, Education, Engineering, Geography, Interinstitutional Cooperation, Language Instruction, Mathematics, Physics, Social Sciences, Speeches, Statistics, Teacher Education, Undergraduate Study

The 83 papers presented at the 1972 Conference on Computers in Undergraduate Curricula are reproduced in this volume. With computer

science specifically excluded as an area of interest for the conference, papers fall under the following headings: biology, business, chemistry, economics, education, engineering, geography, languages and art, mathematics, physics, social sciences, statistics, and a general section on faculty training, software exchange, and shoestring facilities. (RH)

ED 066 876 88 EM 010 152

Dunn, Alex Wastler, Jean

Computer-Assisted Instruction Project. Project REFLECT. Final Report.

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—502p.

Available from—CAI Program, c/o Einstein High School, 11135 Newport Mill Road, Kensington, Maryland 20795, Attn. Alex Dunn (\$12.50)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—\*Computer Assisted Instruction, Costs, \*Curriculum Development, \*Curriculum Evaluation, \*Educational Development, \*Educational Technology, Elementary Schools, High Schools, Instructional Materials, Junior High Schools, Program Descriptions, Staff Orientation, Teacher Education

Montgomery County, Maryland, a suburb of Washington, D.C., received funding for three years, beginning in June, 1968, to develop, use, validate, and evaluate instructional materials which test the potential of the computer in the learning process. The report covers (1) materials, development, use, and validation (includes a cost analysis); (2) the facility and technical operations; (3) staff development (local teachers were trained to write CAI curricula); and (4) observations to data and projections. (RH)

ED 066 877 EM 010 155

Groombridge, Brian

Television and the People: A Programme for Democratic Participation.

Pub Date 72

Note—254p.

Available from—Penguin Books Ltd., Harmondsworth, Middlesex, England (\$1.95)

Document Not Available from EDRS.

Descriptors—\*Broadcast Industry, \*Citizen Participation, Educational Objectives, Educational Radio, Educational Television, Mass Media, Political Socialization, \*Politics, \*Television

Representative democracy is unlikely to persist for long in its present state of instability. Unless we move forward into a more participatory democracy we may find our government increasingly bland and manipulative, brutish and tyrannical. The fundamental question about television is how it can help the growth of participatory democracy. We need to devise new kinds of programming and new relations with the audience and other institutions, including other communications media. Fortunately relevant experience has already been accumulated in West Germany where televised documentary and discussion have been combined with techniques of phone-in and electronic opinion polls, in Sweden where radio and television have been used jointly to educate the public about pollution and to solicit response, and in the U.S. where several experiments have shown that the mass media can lead to greater public participation in local decisions. By helping to create a more participatory democracy, television itself will change and develop, finding a long-sought reprieve from premature middle-age. (MG)

ED 066 878 EM 010 158

Leaf, William A.

SLIP: A Symmetric List Processing Language in PL-1.

Educational Testing Service, Princeton, N.J.

Report No—RB-71-52

Pub Date Sep 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Science, \*Data Processing, \*Electronic Data Processing, \*Programming Languages

Identifiers—PL 1, SLIP, \*Symmetric List Processing

SLIP (Symmetric List Processing) is a list processing system designed to be added to a higher order language (PL-1 in this version) so

that the user has available to him list processing powers. The primary value of such a system is its data handling power. Through SLIP, one can set up lists of data, scan those lists, alter them, and read or write them via external devices with minimal concern for space allotment, data types, or data structure organization. It is possible, for example, to write general programs which create and manipulate list structures whose shape, size, and contents are completely defined only during execution, by the shape, size, and contents of the data. SLIP exists as a set of library subroutines which do the actual manipulations. Thus the user simply writes a normal PL-1 program in which some statements refer to SLIP functions. These subroutines are explained here. (Author/JK)

ED 066 879 EM 010 161

An Instructional Systems Approach or FAA Student Centered Training.

Federal Aviation Administration, Washington, D.C.

Pub Date 8 Aug 69

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, \*Flight Training, \*Instructional Systems, \*Student Centered Curriculum, \*Systems Approach, Training

Identifiers—FAA, Federal Aviation Administration

The Federal Aviation Administration (FAA) Academy has been using a systems approach as part of its training program since 1969. This booklet describes the general characteristics of an instructional system and explains the steps the FAA goes through in implementing the approach. These steps are: 1) recognize a need for training, 2) specify the training required, 3) develop a detailed training plan, 4) consider alternatives, 5) coordination and approval, 6) develop specific instructional objectives, 7) develop criterion test, 8) develop learning strategies, 9) formulate lesson plans and guides, and 10) tryout and revise. In the classroom, student comprehension of the material is monitored as the student answers the instructor's questions on a student response panel. Other feedback is obtained through daily quizzes, problems, and tests. This feedback is the basis for remedial instruction and curriculum revision. (JK)

ED 066 880 EM 010 166

Genesky, S. M. And Others

Advances in Closed Circuit TV Systems for the Partially Sighted.

Rand Corp., Santa Monica, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No—R-1040-HEW/RC

Pub Date Apr 72

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Closed Circuit Television, \*Large Type Materials, \*Partially Sighted, \*Technological Advancement, Television, Visually Handicapped

The Rand Corporation has been doing research on closed-circuit television systems to aid the partially sighted since 1966. The current experimental system enhances the image electronically to provide a magnified image that is brighter and has greater contrast than the object being observed. The system also incorporates an easily movable platform for the material being observed or read. Test results indicate that persons with visual acuity as low as 20/1300 are able to read printed or handwritten material with the aid of the closed-circuit television system. Systems based on this research are now commercially available and have been purchased by schools, libraries, rehabilitation agencies and private individuals. (Author/RH)

ED 066 881 EM 010 168

Billingsley, Ray Wilson, Stanley

Program and Model Documentation Standards.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Report No—R-71-1

Pub Date Feb 71

Note—23p.; Agricultural Economics series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Programs, \*Documentation, Guides, \*Models, \*Specifications

The purpose of a computer program or model documentation is to provide the details that will aid others to use the program, and, more importantly, aid those who desire to modify or revise the program. This pamphlet presents specifications for such documentation, first offering a complete outline of all the information that should appear. Each section of documentation—program identification and background, user documentation, and programmer documentation—is then described in detail. Examples are appended. (Author/SH)

**ED 066 882** EM 010 171  
Pearce, Alan  
The Economics of Network Children's Television Programming.

Federal Communications Commission, Washington, D.C.  
Pub Date 72  
Note—73p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Broadcast Industry, Childhood Interests, \*Children, \*Commercial Television, Costs, Economics, \*Financial Support, \*Programming (Broadcast), \*Television  
Identifiers—ACT, \*Action for Children's Television

Action for Children's Television (ACT) has petitioned the Federal Communications Commission (FCC) that networks be allowed to schedule no commercials on children's programs and also that networks schedule programs directed toward specific children's age groups. An analysis of network revenues from children's programs shows that networks could still make a substantial profit if seven commercial minutes, rather than the present eight, were allowed, and that they could probably still make profit if they presented age-specific programs. Included in the analysis are an explanation of how program ratings determine advertising rates, a list of the major advertisers on children's television and the extent of their financial support of network children's shows, the revenues for network children's shows in 1970 and the ratings of those shows in Fall 1971. (JK)

**ED 066 883** EM 010 172  
Eleventh Report on Telecommunication and the Peaceful Uses of Outer Space.  
International Telecommunication Union, Geneva (Switzerland)

Report No—B-10

Pub Date Jul 72

Note—124p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Annual Reports, \*Communication Satellites, International Law, \*International Organizations, Standards, \*Technological Advancement, \*Telecommunication

Subjects covered in this annual report of the International Telecommunication Union (ITU) include 1) action taken with regard to regulations; 2) application of international regulations; 3) telecommunication studies and standardization; 4) planning of the international telecommunication network; 5) technical cooperation activities; 6) cooperation with other international organizations concerned with space; and 7) information and documentation activities. In addition, appendixes contain the reports of individual countries on developments in space communication and relevant resolutions adopted by the United Nations at its 26th session. (RH)

**ED 066 884** EM 010 173  
Nimmo, Dan  
The Political Persuaders: The Techniques of Modern Election Campaigns.

Pub Date 70

Note—214p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95)

Document Not Available from EDRS.

Descriptors—\*Changing Attitudes, \*Elections, Mass Media, Persuasive Discourse, Political Attitudes, \*Political Influences, Political Issues, Public Opinion, Radio, \*Television, \*Voting

Over the last 20 years, a successful election campaign has come to depend in large part on successful use of the broadcast media. As a result, media experts are part of most politicians' teams, and their strategies help determine the results of the election. Usually, themes or "images" are more important than issues. The techniques of mass persuasion are discussed here, with theories taken from social science research

and examples from recent state and national campaigns. Although mass advertising drives election costs up, it is concluded that neither the public, the politicians, nor the donors really want to place a ceiling on campaign costs. Nor are safeguards against deception likely to be placed on media campaigns. (JK)

**ED 066 885** EM 010 175  
M.E.T.R.O.: A Gaming Simulation. Report on Phase I.

Michigan State Univ., East Lansing. Inst. for Community Development.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jan 66

Note—94p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*City Planning, Decision Making, Games, \*Game Theory, Mathematical Models, Problem Solving, Role Playing, \*Simulation, Suburbs, \*Urban Areas, Urbanization  
Identifiers—METRO

This document dates from 1966 and is thought to be primarily useful in allowing the reader to trace the evolution of this model from its earlier stages to completion. M.E.T.R.O. is a gaming simulation which uses techniques of war gaming as a tool for coping with current and anticipated urban problems. At this stage in its conception, M.E.T.R.O. was designed to have 16 or 17 players, plus a staff of six to 10 more people (composed of team advisors, a judge, and technical personnel). Each player belonged to two types of teams: 1) a team representing a central city, suburb, or urbanizing township, and 2) a team representing particular important urban roles that discuss metropolis-wide policies (politicians, planners, school people, and land developers). It was part of M.E.T.R.O.'s intention to illustrate typical interaction patterns and joint-problem solving among urban decision-makers. In such dual roles, a player would be subject to contradictory pressures, depending on the teams he was on. The rules and techniques of the simulation, which used a computer, are described here. Extensive documentation on the later stages of M.E.T.R.O. is available through the Environmental Simulation Laboratory at the University of Michigan. (JK)

**ED 066 886** EM 010 178  
Ryan, Francis J.

Guidelines for an Administrative Design to Coordinate the Instructional Television Fixed Service Facilities of the Roman Catholic Dioceses in the United States.

Pub Date 72

Note—194p.; Thesis submitted to the University of New York

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Catholic Schools, \*Coordination, Doctoral Theses, \*Educational Administration, \*Fixed Service Television, \*Instructional Television, Planning  
Identifiers—ITFS

The four sub-problems of this dissertation were 1) to determine the present administrative goals and patterns of existing diocesan television centers; 2) to identify specific areas where a coordinated administrative design could facilitate television operations; 3) to determine the nature and function of an agency that could support and coordinate inter-diocesan cooperation; and 4) to prepare an administrative design that would guide, rather than dictate, policy with regard to instructional television at the diocesan level. After surveying the goals and needs of the nine diocesan television systems in the United States, an administrative design is proposed to coordinate the two national-level agencies interested in television and Roman Catholic education. The design, based on system theory and a process of system linkage, should be applicable to any pair of systems with common goals who wish to coordinate their activities without losing any of their autonomy. (RH)

**ED 066 887** EM 010 185  
1972 Microfilm Source Book.

Pub Date 72

Note—164p.

Available from—1972 Microfilm Source Book, P.O. Box 2157, Grand Central Station, New York, N.Y. 10017 (\$25.00)

Document Not Available from EDRS.

Descriptors—\*Directories, Microfiche, \*Microfilm, Microform Reader Printers, Microform Readers, \*Microforms, Microreproduction, \*Resource Guides

The 1972 Microfilm Source Book has been designed to give sources of supply for important services and equipment related to microfilm. Events in the microfilm industry during 1971 are reviewed first, and a calendar is provided of major meetings and conferences held during 1972. The next section contains an index to products which lists them alphabetically by supplier under keywords. The listing includes the name of the supplier, the product identification or model number, and the general price range for the product. A brief list of custom equipment manufacturers and a guide to metrication precede an alphabetically arranged index to associations. Also included are a basic microfilm bibliography, a directory of trade names, a glossary of microfilm terms, an outline of 1971 microfilm stocks performance, a list of micropublishers, a COM bibliography, lists of COM service bureaus and services, a description of COM recorder characteristics, a directory of microfilm service bureaus, a guide to consultants, an index to sources, a list of storage centers, a brief employment agency index, and an advertiser's index. (Author/SH)

**ED 066 888** EM 010 186  
Landa, Suzanne

CATTS: Computer-Aided Training in Troubleshooting.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No—R-518-PR

Pub Date May 72

Note—108p.; Project Rand

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Aviation Technology, \*Computer Assisted Instruction, \*Computer Graphics, Computer Programs, \*Military Training, \*Technical Education, Training

Identifiers—CATTS, \*Computer Aided Training in Troubleshooting, POGO, Programmer Oriented Graphics Operation

The Rand Corporation's Programmer-Oriented Graphics Operation (POGO) was used in the design, implementation and testing of a computer-assisted instruction course to train airmen in malfunction diagnosis—CATTS (Computer Aided Training in Troubleshooting). The design of the course attempted to reduce the problems of computer graphics for both instructor and student. The observations of an Air Force instructor using the system suggest that the system is workable. (RH)

**ED 066 889** EM 010 187  
Microforms: Catalog of Publications 1972-1973.

Pub Date 72

Note—130p.

Available from—NCR/Microcard Editions, 901 26th Street, N.W., Washington, D.C. 20037

Document Not Available from EDRS.

Descriptors—\*Catalogs, Educational Equipment, Library Equipment, \*Library Materials, Microfiche, \*Microform Readers, \*Microforms, \*Publications

Among the wide variety of materials available in microform edition from the National Cash Register (NCR)/Microcard Editions are papal documents, transcription of the Nuremberg trials, the complete works of Swinburne, and the complete files of many magazines, including many nineteenth century magazines. This catalog indexes offerings alphabetically by title, and by subject. The catalog also describes and pictures microfiche readers and other equipment for the use of microforms. Order forms are included. (JK)

**ED 066 890** EM 010 191  
Gleason, William A., Ed.

A Glossary of Radio and Television Terms.

Catholic Communications Foundation, New York, N.Y.

Pub Date 71

Note—51p.

Available from—Catholic Communications Foundation, Suite 1450, 500 Fifth Avenue, New York, N.Y. 10036 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Broadcast Industry, \*Glossaries, \*Radio, \*Television



A glossary describes hundreds of radio and television terms in as non-technical a way as possible. Pictures illustrate some of the terms. (JK)

**ED 066 891** EM 010 194

Mason, William F. And Others  
Urban Cable Systems.  
Mitre Corp., McLean, Va.  
Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.  
Report No.—MITRE-72-57  
Pub Date May 72  
Note—449p.

**EDRS Price MF-\$0.65 HC-\$16.45**  
Descriptors—\*Cable Television, Community Antennas, \*Costs, Educational Technology, Feasibility Studies, \*Information Systems, Media Technology, \*On Line Systems, Telecommunication, Urban Education, Urban Environment  
Identifiers—CATV, Two Way Cable Communications, Wired City

Analysis of demographic, social, municipal and commercial characteristics of Washington, D.C., indicate that a sophisticated three-stage cable television (CATV) system could be economically viable. The first stage would provide one-way CATV service offering 30 video channels and local program origination at a monthly fee of \$3.50. The second stage would provide subscribers with low-cost home terminals and a number of two-way home services such as interactive educational and entertainment programs, preference polling, catalog shopping, alarm communications and utility and maintenance services, for a basic monthly fee of \$6.50. The third stage, several years away, would provide subscribers with typewriter-like keyboards and local storage devices to permit computer-communications and individualized TV pictures, and would cost considerably more. Market tests indicate that while standard one-way services would be only marginally profitable, two-way services would meet high demand and could provide attractive profits. (MG)

**ED 066 892** EM 010 195

Windhauser, John W. Click, J. William  
High School Journalism Courses, Teachers and Perceived Professional Needs in Indiana, Ohio and Pennsylvania.

Pub Date Aug 72  
Note—17p.; Paper presented at the Association for Education in Journalism Conference (Carbondale, Illinois, August 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Certification, \*High School Curriculum, \*Journalism, Mass Media, Newspapers, \*Teacher Background, \*Teacher Education, Teacher Experience

Identifiers—Indiana, Ohio, Pennsylvania

The purpose of this study was to determine the nature of journalism in high schools, characteristics of teachers and advisers, and perceived needs of journalism teachers and advisers in three states with dissimilar certification requirements: Ohio, Indiana, and Pennsylvania. A four-page questionnaire was mailed to appropriate personnel in one-third of the high schools listed in the state directory. Comparison of the three states' journalism characteristics yields an apparent correlation between certification requirements and apparent status of journalism in the schools. Indiana has the "strongest" requirements, the most qualified journalism teachers, and the largest number of high school journalism offerings. Respondents agreed that present high school journalism textbooks are inadequate and isolate students from the profession of journalism. They also agreed that the main purpose of high school journalism is to edit and publish the school newspaper, as opposed to helping students become intelligent users of mass communication media. Respondents agreed that college journalism courses were the most important background that secondary teachers could have. (JK)

**ED 066 893** EM 010 196

Bergman, Brian A. Siegel, Arthur I.  
Training Evaluation and Student Achievement Measurement: A Review of the Literature.

Applied Psychological Services, Inc., Wayne, Pa.  
Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo.  
Report No.—AFHRL-TR-72-3  
Pub Date Jan 72  
Note—67p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Achievement, Branching, Computer Assisted Instruction, Confidence Testing, Cost Effectiveness, Criterion Referenced Tests, Curriculum Development, \*Evaluation Methods, Instructional Technology, Learning Modalities, \*Literature Reviews, \*Measurement Techniques, Military Training, Motivation, Statistical Analysis, Systems Approach, Testing, \*Training Techniques

Training evaluation and student achievement measurement literature is reviewed with primary emphasis placed on studies reported in the last 10 years. Recent trends in training evaluation and student achievement measurement are presented. Factors relating to this topic, such as statistical methods, course development methods, training techniques, learning styles, motivation, and moderator variables are also included. Where new methods of training evaluation and student achievement measurement appear in the literature, detailed presentations are given. Among these procedures were cost-effectiveness or cost-benefit analysis, criterion-referenced testing, sequential testing, confidence testing, convergent and discriminant validity, and computer-assisted branched testing. Conclusions are that systematic approaches to evaluation and course development are receiving more and more attention. Most systems begin with a job analysis in order to derive a list of behaviorally-oriented job requirements from which training objectives can be formulated. The new techniques in evaluation and measurement have resulted from attempts to determine whether training objectives have been realized. (Author/JK)

**ED 066 894** EM 010 218

Garman, Marcia B. Mitchell, Kathleen  
Doing a Literature Search in an Information Center.

San Mateo Junior Coll. District, Calif.  
Spons Agency—San Mateo County Superintendent of Schools, Redwood City, Calif.  
Pub Date 5 Jul 72  
Note—97p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computers, \*Information Centers, \*Information Retrieval, \*Information Systems, \*Study Guides, \*Training

The goal of this study guide is to train education information consultants to do a literature search in an information center, both manually and by computer. The guide provides five lessons, self-tests and keys for each of the tests. A short teacher's guide and examples of computer searches are also included. (RH)

**ED 066 895** EM 010 219

Etzioni, Amitai  
Minerva: A Study in Participatory Technology.

Center for Policy Research, New York, N.Y.  
Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-1  
Pub Date Feb 72  
Note—42p.; Technology and Society Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cable Television, Citizen Participation, \*Media Technology, On Line Systems, \*Political Socialization, Telecommunication, \*Telephone Communication Systems, Telephone Instruction

Identifiers—CATV, \*Minerva

Communications technology that is or will soon be available can help create better opportunities for mass discussions about public issues. The hardware and software prerequisites for such discussions are: capacity to address participants, facilities for real-time dialogue between geographically dispersed groups, continuous feedback between audience and broadcasters, techniques for recording responses and reporting group feelings, provisions for injecting expert information into the dialogue, rules to regulate access, and provisions for subpopulation in inter-subpopulation dialogue. With these facilities millions of participants could be subdivided into a network of discussion groups. Groups of up to 30 could be formed by conference telephones, small communities of up to 2,000 could take part in discussions via two-way cable television, intermediate communities of up to 40,000 by radio, television and regular telephones, and larger entities could be made of networks linking all of the above. (MG)

**ED 066 896**

Unger, Stephen H.  
Technology to Facilitate Citizen Participation in Government.

Center for Policy Research, New York, N.Y.  
Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-2  
Pub Date Feb 72  
Note—22p.; Technology and Society Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cable Television, \*Citizen Participation, Community Antennas, Information Systems, \*Media Technology, Political Socialization, Telecommunication, \*Telephone Communication Systems, Telephone Instruction

Identifiers—CATV

New ways are needed for a citizen to participate actively in meaningful discussions of political issues. Telephone and cable television (CATV) facilities may help bring this about. For example a group of representatives could discuss some proposal for an hour and it could be broadcast over CATV or even radio several times during the day. Citizens who wish to discuss the issue could notify a coordinating center and could be assigned to small groups using conference telephone facilities. Elements needed for such experiments are (1) a broadcasting facility, (2) a means of receiving, processing and displaying audience feedback, (3) a way of receiving and rebroadcasting audio signals from the audience, (4) interconnection of large numbers of people into small groups. Although all of this could be done using the telephone system, some modifications of telephone equipment would be required. CATV could be used for the same purposes, with the modifications built in when the cable is laid. (MG)

**ED 066 897** EM 010 222

Calhoun, Richard  
Public Television Channels in New York City: The First Six Months.

Center for Policy Research, New York, N.Y.  
Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-4  
Pub Date Feb 72  
Note—62p.; Technology and Society Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Broadcast Industry, \*Cable Television, Community Antennas, Media Technology, \*Public Television, Telecommunication, \*Television Research, Video Tape Recordings

Identifiers—CATV, Community Access, New York, Public Access

The end results of the first six months of public access cable television (CATV) channels in New York City were in some ways disappointing. Franchise agreements for each of New York's two CATV systems called for two public-access channels to be in operation by July 1, 1971, one year after the date of the franchise awards. The channels were to be provided on a first-come first-serve basis, along with adequate studio facilities and technical assistance, to any non-commercial individual or group. The channels were provided, but several obstacles prevented their full efficient use. The general public didn't know much about the channels or how to use them, no model program formats were available, there were too few skilled production assistants and too little equipment, and since groups were prohibited from using advertisements many had trouble financing programs. (MG)

**ED 066 898** EM 010 224

Lemeshtrich, Noam  
Design Analysis of a Home Terminal for Two Way Communications.

Center for Policy Research, New York, N.Y.  
Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-8  
Pub Date Feb 72  
Note—52p.; Technology and Society Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cable Television, Community Antennas, Computers, Display Systems, Information Systems, \*Media Technology, On Line Systems, Political Socialization, \*Politics, Telecommunication

Identifiers—CATV, Two Way Communications

When evaluating alternative designs of subscriber terminals that have been proposed for

two-way cable television (CATV) systems we need to use political as well as economic criteria. The political objective a two-way communication system should serve is making government more responsive to feedback from citizens. At the national and state level this means better education about public issues and more effective exchange of information between citizens and their representatives. At the community level this means helping the discussion of public issues, aiding community decision-making, and connecting members of the community with their officials. At the group level this means helping improve decision-making and helping new groups to form and express new interests. Subscriber terminals that have been proposed for CATV systems vary widely, from a simple four-button pad to a full keyboard and printer with display screen and microphone. When political criteria are used the optimum design looks different from the economically ideal terminal. (MG)

**ED 066 899** EM 010 225  
Wolf, W. C., Jr.

**A Critical Review of Strategies Intended to Modify Behavior.**

Massachusetts Univ., Amherst.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 19 May 71  
Contract—OEC-0-71-1234

Note—145p.  
**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adoption (Ideas), \*Behavior Change, \*Change Agents, Changing Attitudes, Diffusion, Information Dissemination, Information Sources, Innovation, \*Publicize, Training Identifiers—\*Specific and Incidental Training

Decisions about techniques for modifying human behavior are usually made either wholly within the sphere of specific training techniques or within the sphere of non-training techniques (i.e., Madison Avenue, change agent, or market research strategies), rather than considering both modes as possibilities. In this paper, specific techniques from both modes are presented, along with a frame of reference incorporating many of the conditions necessary for changes in human behavior, so that planners can select optimal strategies to induce change. (RH)

**ED 066 900** EM 010 228  
**Sources of Information and Assistance on Educational Technology for Development: A Directory.**

Academy for Educational Development, Washington, D. C. Information Center on Instructional Technology.

Spons Agency—Academy for Educational Development, Inc., Washington, D.C.

Pub Date Jul 72  
Note—38p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Developing Nations, \*Directories, Educational Development, Educational Innovation, \*Educational Technology, \*Instructional Technology, International Organizations

Sources of assistance for using educational technology in developing nations are listed in this 33-page catalog. Each catalog entry includes the name and address of a group or organization and a 30-100 word description of the services they offer. The catalog is divided into five parts: sources of general information and technical and training help, sources of educational software, sources of information about hardware, professional and trade associations, and sources of financial assistance. (MG)

**ED 066 901** EM 010 232  
**Case Study of the Instructional Resources Center; Iowa State University.**

Iowa Univ., Iowa City. Coll. of Education.

Pub Date 26 Nov 71

Note—35p.; See also EM 010 231

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Case Studies, College Buildings, \*Instructional Materials Centers, Instructional Media, \*Media Specialists, Methods Courses, \*Resource Centers, \*Teacher Education, \*Work Study Programs

Identifiers—Iowa State University

A comprehensive view of the instructional resources center at Iowa State University is presented. The center is used primarily for students in teacher education, who design multimedia teaching packages as part of their course

work. This paper includes information on the center's staff, which includes a director, an instructor, graduate assistants, and work-study students, the facilities, and procedures for evaluating the program. A photo-essay describes the work of one student in using the center and designing a multi-media package. Also included are the titles of some students' teaching packages, miscellaneous operating data about the center, a year's budget, the floor plan, samples of a news bulletin about the center sent to faculty members, and information for work-study students about the center and their tasks there. (JK)

**ED 066 902** EM 010 237  
Sullivan, Marjorie, Ed.

**Kansas Guidelines for the Supervision of School Library Media Programs.**

Kansas State Teachers Coll., Emporia. Graduate Library School.

Spons Agency—Kansas State Teachers Coll., Emporia.

Pub Date 72

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, \*Administrator Qualifications, \*Instructional Materials Centers, \*Librarians, \*Libraries, \*Library Standards, Resource Centers

Identifiers—Kansas

These guidelines are aimed towards school administrators who are selecting school library media directors, determining long and short term goals for school library media programs at the district level, and evaluating district school library media programs. The publication briefly answers these questions: 1) What is the present status of school district library media supervision in Kansas? 2) Why should a district have a school library media program? 3) Who is the school library media director? 4) What are the goals of the district library media program? 5) How does the director pursue these goals? and 6) What are some optimum practices for school library media administration in Kansas? Appended is a summary of the survey "Supervision of School Library Media Programs in Kansas Now - 1971" which gives personal data related to Kansas library media directors and statistical information concerning those school districts employing library media directors. (Author/JK)

**ED 066 903** EM 010 240  
Field, Sydney S.

**Incident at Andover.**

North Reading Public Schools, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—USOE-P-6-1535

Pub Date 72

Note—18p.; See also ED 040 310; EJ 031 733

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Improvement, Educational Objectives, \*Educational Technology, \*Instructional Media, Multimedia Instruction, \*Visual Literacy

Identifiers—North Reading Screen Education Project

A seminar on how to make education more responsive to our "fast-changing, unstable and incendiary society" was held as part of the North Reading Screen Education Project, at Andover, Massachusetts in November 1969. Conference participants pointed out, for example, that "no one knows how to make a ghetto school work", and that millions of white students are victims of schools "that can't teach kids to read in lily-white suburban areas any better than in black city-center schools", and that of the 3 million students who entered college in the year preceding the seminar, 40% were expected to drop out within two years. Many participants felt multimedia communications offered the only cure to "the endemic toxicity that is infecting the very lifeblood of our future". To be successful a multimedia instructional system needs three parts: trained teachers who are professionally certified, a scientifically designed curriculum and physical equipment designed to meet established specifications. (MG)

**ED 066 904** EM 010 241  
Tate, Charles, Ed.

**Cable Television in the Cities: Community Control, Public Access, and Minority Ownership.**

Urban Inst., Washington, D.C.

Pub Date Mar 72

Note—184p.

Available from—The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$3.95)  
**Document Not Available from EDRS.**

Descriptors—\*Cable Television, Community Antennas, \*Community Control, Community Involvement, Costs, Information Systems, Media Technology, \*Minority Groups, On Line Systems, Urban Education, \*Urban Environment, Urban Renewal

Identifiers—CATV, Public Access

This report is aimed at urban groups, particularly minority groups, who want to participate in cable television (CATV) planning and ownership in their communities. The first section of the report describes the growth of CATV and the potential of CATV to help or hurt minority communities. Part two states "although this chapter focuses on participation by blacks much of the discussion is applicable to Puerto Rican, Indian and Chicano communities", and describes CATV technology, its possible urban applications and its financial viability. The next section describes the equipment needed to set up and operate a production studio and estimates the capital and operating costs. Part four highlights some typical municipal regulations of CATV and shows a model 13-page franchise agreement described as "an example of the type minority groups might seek". Part five describes minority business opportunities in CATV, and the final part of the report summarizes Federal Communications Commission regulations regarding CATV, lists groups concerned with promoting CATV, and describes major CATV research projects in the U.S. (MG)

**ED 066 905** EM 010 242  
**CEDO; Center for Educational Development Overseas.**

Missionary Society of St. Paul the Apostle, N. Y.

Pub Date 72

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Instruction, \*Developing Nations, Educational Radio, Educational Resources, Educational Television, \*Instructional Media, \*Instructional Technology, Media Technology, \*Teacher Education, \*Technical Assistance

Identifiers—CEDO; \*Centre for Educational Development Overseas

The Centre for Educational Development Overseas (CEDO) was created in Britain in 1970 to assist developing nations with modernization and innovation in education. CEDO has aided both formal and informal education projects in several nations including Brazil, India, Ethiopia, Malaysia, and Tonga. Aid is usually offered in response to requests from national or regional organizations concerned with education, and in cooperation with other agencies such as UNESCO, FAO and the British Government. CEDO maintains a training center in London for teaching how to use audiovisual media and educational radio and television, and provides additional courses overseas. CEDO acts as a central clearinghouse for information on innovations in education and publishes two journals, "Educational Broadcasting International," and "Educational Resources International." (MG)

**ED 066 906** EM 010 244

Fransecky, Roger B.

**Visual Literacy and Teaching Migrant Youth.**

Spons Agency—State Univ. of New York, Genesee Center for Migrant Studies.

Pub Date 72

Note—40p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Communication Skills, \*Migrant Child Education, Migrant Children, \*Photography, \*Remedial Instruction, \*Visual Literacy

Elementary school children of migrant farm workers were provided with cameras, film and guidance in their usage during a six-week program to find out if encouraging visual literacy would increase traditional language skills. Children in such experimental groups had better language facility and increased their reading ability more than children in control classroom with traditional book-centered reading programs. (Appendices include the following articles: An Analysis of Visual Experience; Visual Literacy - A Review of Cognitive and Affective Learning Elements; Nine Visual Literacy Propositions and Some Related Research; and A Hierarchy of Visual Skills). (RH)

**ED 066 907** EM 010 249  
 Rich, Andrea L. Ogawa, Dennis M.

**Black Stereotypes of Non-Black Communicators:**  
 A Descriptive Study.

Hawaii Univ., Honolulu.

Pub Date 72

Note—17p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19, 22, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Attitudes, Caucasians, Communication (Thought Transfer), Cultural Images, Ethnic Groups, Ethnic Relations, \*Ethnic Stereotypes, Mexican Americans, \*Minority Groups, Negro Stereotypes, \*Race Relations, \*Racial Attitudes, Stereotypes

A group of 100 black ghetto residents was surveyed to learn what stereotypes they held of whites, Mexican-Americans, and Japanese-Americans. The subjects were asked to check adjectives in a list which they thought characteristic of members of each ethnic group. The results showed that blacks have strongly negative views of whites, whom they see as evasive, critical, aggressive, ignorant, boastful, and of Mexican-Americans, who are considered emotional, radical, talkative, argumentative, and loud. Blacks perceive Japanese-Americans more favorably: they are intelligent, industrious, soft-spoken, reserved, and non-militant. (Although some of these traits may be seen as unfavorable, the overall impression is favorable.) Comparisons with previous research show that blacks and whites stereotype each other in the same way to some extent, and also that blacks and whites share similar stereotypes of Chicanos and Japanese-Americans. The consequences of these images render interracial communication difficult, if not impossible, because of the lack of empathy and trust between blacks and whites. (JK)

**ED 066 908** EM 010 250  
 White, David Manning, Ed.

**Pop Culture in America.**

Pub Date 70

Note—279p.

Available from—Quadrangle Books, Inc., 12 East Delaware Place, Chicago, Illinois 60611 (\$2.95)

**Document Not Available from EDRS.**

Descriptors—Art Appreciation, Commercial Television, \*Cultural Events, Drama, Educational Television, Essays, \*Film Study, \*Fine Arts, Leisure Time, \*Mass Media, Music Appreciation, \*Programming (Broadcast), Radio

The nature of today's popular culture, its place in American life, and its merit or lack of it are the themes of these essays from "The New York Times Magazine." Introductory essays discuss the use of leisure time, paying the cost of the arts, and whether American society can be considered "cultured." Subsequent essays discuss the nature of radio and television programming, films, the theater, popular music (from Bob Dylan and the Beatles), pop art, and "Peanuts." (JK)

**ED 066 909** EM 010 258  
 Duchastel, Philippe C. Merrill, Paul F.

**The Effects of Behavioral Objectives on Learning:**  
 A Review of Empirical Studies.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TM-45

Pub Date 27 Apr 72

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Anxiety, \*Behavioral Objectives, \*Cognitive Processes, Individual Differences, Learning Characteristics, \*Learning Processes, Literature Reviews, \*Teaching Methods

In a review of over 25 empirical investigations of effects of communicating behavioral objectives to students, several trends were apparent. Advance knowledge of behavioral objectives led to improved posttest performance in five of ten studies and to improved retention in two of three instances. Only two of seven studies found an interaction between knowledge of objectives and type of learning: in one case knowledge acquisition but not comprehension was facilitated, while in the other knowledge of objectives interfered on a problem-solving task, but not on a discrimination task. A third group of studies reported interactions between availability of objec-

tives and reasoning ability, personality characteristics, and state anxiety. Finally, when coupled with complete learner control of the course, knowledge of objectives decreased learning time. (Author/RH)

**ED 066 910** EM 010 260  
 McCluskey, Michael R.

**Perspectives on Simulation and Miniaturization.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—PP-14-72

Pub Date Jun 72

Note—19p.; Paper presented at U.S. Continental Army Command Training Workshop (Fort Gordon, Georgia, October 1971)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cost Effectiveness, Environment, \*Military Training, Research Needs, \*Simulation, \*Systems Analysis, \*Transfer of Training Identifiers—\*Miniaturization

Training applications of simulation and miniaturization are examined, as are areas where research is needed to develop cost-effectiveness simulation methodologies for training. In order for simulation and miniaturization techniques to reach maximum levels of effectiveness, systems analysis is needed to define physical and psychological dimensions, relationships, and aspects. Among the aspects of this system to be considered for simulation are equipment components, personnel, organization, system procedures and processes, input data, output data, and environment. Application of this approach to military training is made. (Author)

**ED 066 911** EM 010 266  
 Hamblen, John W.

**Inventory of Computers in U.S. Higher Education 1969-1970. Utilization and Related Degree Programs.**

Southern Regional Education Board, Atlanta, Ga. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 Mar 72

Note—396p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—College Administration, Computer Oriented Programs, \*Computers, Computer Science, \*Computer Science Education, Data Processing, \*Higher Education, \*National Surveys, \*University Administration

All computer systems in use or on order in universities and colleges in the U.S. by June 30, 1970, are inventoried in this report, along with a description of what they cost, how they are used, and how they fit into faculty and student research and administrative needs. The report does not identify individual installations. Most of its more than 300 pages consist of summaries of questionnaires that were completed by 2,100 of the total population of 2,800 colleges and universities in the U.S. The report shows that 1,308 of the institutions which responded had computer installations; the remainder, serving a total of 845,000 students, said they had no access to any computers. Computer expenditures by colleges and universities during the 1969-70 academic year totalled \$472 million, and the report projects 1980 expenditures to exceed one billion dollars. (MG)

**ED 066 912** EM 010 267  
 Television Report Number 3.

Internal Revenue Service, Washington, D. C. National Training Center.

Pub Date Mar 69

Note—39p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cost Effectiveness, Costs, Inservice Education, Instructional Technology, \*Instructional Television, Multimedia Instruction, \*Professional Training, Programed Materials, Simulation, Video Equipment, Video Tape Recordings

Identifiers—\*Internal Revenue Service

Videotape and closed circuit instructional television (ITV) have been used for training Internal Revenue Service agents, and its use should be expanded. Experiments show that for every hour of conventional instruction converted to ITV a 25% time savings with equal or increased

learning effectiveness can be expected. Although the capital cost of about \$100,000 for building and operating a production facility is high, estimates show the full cost would be offset by savings in the first year of use. Recommended studio equipment includes two Raytheon 500 cameras and two Ampex videotape recorders for a total cost of \$57,000. The basic field system should include an Ampex videotape recorder and camera, three TV monitors, three microphones, and an audio mixer for a total cost of \$3,150. Additions to the basic field unit could raise the field unit price to approximately \$8,000. Minimum personnel needs are a television instructor working full time and producing one hour of programming per week, and a full-time producer/director to work on methods and production. (MG)

**ED 066 913** EM 010 269  
 Media Purpose and Personnel; Guidelines for the Development of an Instructional Media System, Part One.

Utah State Board of Education, Salt Lake City. Div. of Instructional Media.

Pub Date 71

Note—28p.; See also EM 010 270, EM 010 271, EM 010 272

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Instructional Materials Centers, \*Instructional Media, \*Media Specialists, \*School Personnel

This illustrated booklet presents key points about the place of media in the classroom. The media subsystem is part of the total learning process. The professional media personnel and the teachers work together as a team. The media subsystem provides expertise in message design and in providing the resources for the students' educational experiences. Every school should have a professional media person as part of its staff to work with teachers and students and supervise a supporting staff, including media technicians, clerks, and aides. An instructional media center should be part of every school, providing for large and small group instruction, individualized study, and production of materials not otherwise available. Coordination, supervision, and leadership of the media subsystem is needed at the district level. The district superintendent, principal, and media director and coordinator are all important in insuring a successful media subsystem. (JK)

**ED 066 914** EM 010 283  
 Draft Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, The Spread of Education and Greater Cultural Exchange.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 21 Jul 72

Note—6p.

Available from—UNESCO-17-C-76

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Broadcast Industry, \*Communication Satellites, Instructional Programs, International Education, \*International Law, International Organizations, International Programs, Telecommunication

Identifiers—\*UNESCO, United Nations

Recognizing that communications satellites are capable of broadcasting programs for individual or community reception, and that the Universal Declaration of Human Rights proclaims that everyone has the right to receive and impart information through any media regardless of frontiers, the following guiding principles are proclaimed: (1) Satellite broadcasting shall be guided by international law; (2) satellite broadcasting shall respect the sovereignty of all States; (3) the benefits of satellite broadcasting should be available to all countries without discrimination; (4) satellite broadcast international news programs should identify the body which assumes responsibility for the programs; (5) each country has the right to decide on the content of educational programs broadcast by satellite to its people; (6) cultural programs broadcast by satellite should respect the right of all peoples to preserve their culture; (7) commercial advertising should be subject to specific agreement between transmitting and receiving countries; (8) broadcasters' national and international associations should be encouraged to cooperate. (MG)



ED 066 915

EM 010 284

Grey, David L.  
*The Writing Process: A Behavioral Approach to Communicating Information and Ideas.*

Pub Date 72  
 Note—134p.

Available from—Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002

Document Not Available from EDRS.

Descriptors—\*Guides, \*Journalism, Mass Media, \*News Media, \*Newspapers, \*Writing

This guide to news writing concentrates on each stage of the writing process and discusses what to do in each part of the process. The process is broadly broken down into these stages: prewriting (thinking, planning, and collecting data); writing (rethinking, checking, putting the words on paper); rewriting and editing (polishing the words on paper, final editing, proofing), and the finished product (reaction and reassessment). The emphasis is on getting information of substance rather than writing style. Actual news stories are presented frequently, and the reader is asked to identify flaws in them. (JK)

ED 066 916

EM 010 285

Blum, Ronald

CONDUIT: An Experiment in Educational Computer Usage and Program Exchange.

Duke Univ., Durham, N. C. CONDUIT.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 15 Jul 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Cooperation, \*Computer Assisted Instruction, Computers, \*Consortia, Higher Education, \*Information Dissemination, Information Networks, Information Retrieval, Information Storage, \*Instructional Materials, Regional Programs

Identifiers—\*CONDUIT

CONDUIT is a consortium of five regional computer networks, and is designed to 1) establish a center for information collection and dissemination concerning computer-related curriculum materials; and 2) to identify and evaluate factors governing ease of movement of computer-related curriculum materials from one school to another. The information clearinghouse goal of CONDUIT will rely on a data base built from Entry Documentation Forms for each curriculum item. Testing will begin with workshops in seven different disciplines conducted by the regional networks, but the major testing will be conducted independently by the Human Resources Research Organization. CONDUIT's schedule calls for initial assembly of the data base and beginning of testing in the summer and fall of 1972, with a general catalog to be available in the summer or fall of 1973, and the final report to be completed by spring, 1974. (RH)

ED 066 917

EM 010 286

Avakian, Gayle Baldwin, Louise

Ways of Film Making for Beginners.

Film Makers, Arcadia, Calif.

Pub Date 71

Note—62p.

Available from—The Film Makers, VNV Communications, 628, E. Camino Real, Arcadia, California 91006 (\$3.50)

Document Not Available from EDRS.

Descriptors—\*Animation, \*Film Production, \*Guides, Photographic Equipment

Designed for those interested in film making but who have had little experience, this "action-book" provides an overview of a variety of film making techniques; gives step-by-step exercises in stop-action, pixillation, kinesis, and animation; demonstrates procedures for preparing graphics and titles; and gives film handling and splicing information. Steps are carefully outlined and liberally illustrated for each section. (Author/SH)

ED 066 918

EM 010 289

Kaufman, Paul

Reflections on Values in Public Television and their Relationship to Political and Organizational Life.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Broadcast Industry, Educational Objectives, \*Educational Television, Mass Media, \*Public Television, Values

Identifiers—\*Public Broadcasting

Public broadcasting and educational television are struggling to define themselves. Public broadcasting represents our common search for meaning through our efforts at forming and experiencing images. The brief declaration for "freedom" and "imagination" written by Congress into the public broadcast law forms a symbolic utterance expressing the spirit of democratic man as the creative seeker of meaning. The greatest danger to this spirit comes from the broadcast organizations themselves, and the danger of institutionalization and bureaucratization. Perhaps an answer to this is continual examination of how public broadcasting is meeting the public interest. But it is insufficient to say the public interest consists in what is interesting. Neither can we claim the public interest is simply a fair representation of various ideologies. To all of these must be added the need for philosophical and spiritual inquiry, to produce sights generative of insights. (MG)

ED 066 919

EM 010 301

Dieuzeide, Henri

Educational Technology and Development of Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—23p.; IEY Special Unit 8

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, \*Educational Development, Educational Innovation, \*Educational Objectives, Educational Research, \*Educational Technology, Instructional Media, Instructional Technology

The activities of International Education Year enable us to assess the recent spectacular expansion of world education, and the results are scarcely encouraging. There is a growing rift in the industrial nations between educational systems and societies, which is breaking down the school's monopoly as a source of knowledge. If the developing countries continue trying to build educational systems on historic Western models they may be headed for economic disaster and social bankruptcy. Part of the solution lies in more efficient use of educational research and technology; not the hasty adoption of technology to patch up shaky educational systems, but full and integrated use of all the resources of technology for helping each individual acquire and use knowledge. And instead of continuing to let the technology do only what the teacher cannot do, we should ask ourselves what the teacher should do that the machine cannot. The educational model we should move toward is one that offers a community service of self-instruction for safeguarding individual freedom of action. (MG)

ED 066 920

EM 010 307

Kitzes, Esther Knox, Helen

Britain's Open University: A Report to the Task Force on External Studies of the University of Pittsburgh.

Pittsburgh Univ., Pa.

Pub Date Jul 72

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Colleges, Costs, \*Educational Radio, Experimental Colleges, \*Higher Education, Instructional Design, Instructional Media, Instructional Technology, \*Instructional Television, \*Multimedia Instruction, Operations Research, University Extension

Identifiers—\*Open University

The Open University (OU), an advanced multimedia instructional system, was established by the British government to provide university and professional education to those with the ability to continue their education by study in their own time, and particularly to those who could not otherwise obtain education at a university. This overview describes the purposes and methods of the OU in its introduction, and then concentrates on individual aspects of the university in subsequent sections. The first section describes the responsibilities and philosophy of the vice chancellor of the OU and provides some details about the students and administration. A chapter on television and radio discusses the OU's fairly extensive use of these media for instructional purposes,

providing information on expenses, broadcasting schedules, and how students and faculty use media. The objectives of the OU are defined in the next section, and then a section on course production in conjunction with the specified objectives is presented. The OU's study centers, library facilities, summer sessions, testing procedures, and costs are discussed in the next few sections, and a chapter on OU's students concludes the report. (SH)

ED 066 921

EM 010 309

First Report of the Creativity Center.

Lake City Community Coll., Fla. Creativity Center.

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computers, Computer Science, \*Counseling, \*Creativity, \*Creativity Research, Data Bases, \*Problem Solving

The Creativity Center, a consortium of 56 cooperating specialists, has as its primary objective the development of a computer-aided process which will assist the common man in solving the problems of daily life more creatively. The current model guides an individual by questions which lead to an acceptable solution to the problem. Over the 1972-1974 period, the system will add self-help counseling tools to enable individuals to better understand themselves and order their values so that decisions can be made. The next step for the post-1975 period will be the addition of an inter-disciplinary data bank to allow the user to begin solving any problem with the level of knowledge of an expert in the field of that problem. (RH)

ED 066 922

EM 010 311

The Spencer Foundation Annual Report 1972.

Spencer Foundation, Chicago, Ill.

Pub Date 31 Mar 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Educational Change, Educational Finance, \*Educational Improvement, \*Educational Research, \*Foundation Programs

Identifiers—Spencer Foundation

The Spencer Foundation, which began its work in 1970, is dedicated to enhancing the applicability of theory and research findings to educational practice. The projects supported by the foundation, including seed money to attract young researchers to educational problems, direct support of disciplined studies, and a small amount of direct support for institutional development, are listed in this annual report for 1972. (RH)

ED 066 923

EM 010 319

Campeau, Peggie L.

Selective Review of the Results of Research on the Use of Audiovisual Media to Teach Adults.

Council of Europe, Strasbourg (France).

Pub Date Nov 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, \*Adult Education, \*Audiovisual Aids, Cognitive Measurement, Comparative Analysis, \*Instructional Media, Instructional Television, Learning Modalities, \*Literature Reviews, Programmed Instruction, \*Research Methodology, Research Needs

The purpose of this literature review was to summarize results of experimental studies on the instructional effectiveness of audiovisual media in post-secondary education. Studies which met seven major screening criteria were used. A study was generally accepted if it compared performance of experimental and control groups on objective measures of cognitive achievement. Of 200 items studied in detail, only about a dozen met screening criteria. These are summarized under the following headings: programed instruction (the largest group); television, videotape, and motion pictures; slides, filmstrips, overhead transparencies, and still pictures; radio and tape recordings; and multiple media. A closing section enumerates common methodological defects in recent media research. It is proposed that potentially interacting variables be 1) defined according to some theoretical framework, 2) used in multivariate designs, and 3) taken into account in planning more multi-media studies. More effort should also be devoted to replication and follow-up studies. (Author/JK)

ED 066 924

Emrich, Ernst

**Young People and Television; An International Study of Juries, Producers and Their Young Audiences Based on the Prize-Winning Programmes of Prix Jeunesse 1970: Man in Metropolis and Baff.**

International Central Inst. for Youth and Educational Television, Munich (West Germany).

Report No.—P-6

Pub Date 72

Note—166p.

Available from—Bayerischer Rundfunk, 8 München 2, Postfach, Fernsprech-Nr. 59001, West Germany

**Document Not Available from EDRS.**

Descriptors—\*Children, Programing (Broadcast), \*Television, \*Television Research

Identifiers—\*Prix Jeunesse

Young people's reactions to two prize winning programs of the Prix Jeunesse 1970 were evaluated in seven different countries: Germany, France, Great Britain, Ireland, Norway, United States, and Yugoslavia. This report of the evaluations first overviews the plan of the research, discusses the juries which conferred the prizes, describes the two winning programs—"Man in Metropolis" and "Baff"—and their producers, and then summarizes main features of the results of the studies across all seven countries for each of the two programs. More detailed reports of each of the seven studies comprise the major portion of the booklet. (SH)

ED 066 925

Garry, Ralph, Comp.

**Findings and Cognition on the Television Perception of Children and Young People Based on the Prize-Winning Programme of Prix Jeunesse 1968: The Scarecrow.**

International Central Inst. for Youth and Educational Television, Munich (West Germany).

Report No.—P-4

Pub Date Nov 70

Note—58p.

Available from—Bayerischer Rundfunk, 8 München 2, Postfach, Fernsprech-Nr. 59001, West Germany

**Document Not Available from EDRS.**

Descriptors—\*Children, International Programs, Programing (Broadcast), Research Reviews (Publications), \*Television, Television Research

Identifiers—\*Prix Jeunesse 1968, The Scarecrow

A summary of the research in five different countries on how children respond to the prize winning program of Prix Jeunesse 1968, "The Scarecrow," is presented in the report. A first part briefly describes and then offers findings across all the studies: that the children in all countries liked the program, but perhaps not all would have selected it to win the prize; that the children identified with and liked the scarecrow; that unaided recall of the program's content was low and increased with age; and that there were age differences in comprehension of the moral lesson of the program and in understanding of the reality-fantasy difference. A set of comparisons between the results of these studies and those about a previous prize winner, "Patrik and Patrik", completes the introductory section. The remainder of the report provides presentations of the studies by country—United States, Great Britain, Germany, France, and Czechoslovakia. (SH)

ED 066 926

Caselli, Jaclyn, Comp.

**The Working Teacher's Personal Guide to Film Sources.**

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Contract—OEC-1-7-070-873-4581

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Audiovisual Aids, Directories, Documentaries, Film Libraries, \*Films, Filmstrips, \*Guides, Sound Films

Designed for the grammar and high school teacher who spends a great deal of time in the classroom, this booklet provides a convenient, useful guide to film sources and to film producers and distributors which cater to grammar and high schools. A list of film sources gives name, address, and grade range of materials offered. Also included is an annotated list of references on the use of film in the classroom. (Author/SH)

EM 010 320

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ED 066 927

McKay, Rose P. Harrison, Omeera Anne

**A Comparison of Self Critique Using Video Tapes and Verbal Critique by the Instructor in Learning Psychomotor Skills. Final Report.**

Colorado Univ., Denver. Medical Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-H-005

Pub Date Jul 72

Grant—OEG-8-72-0003(509)

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, \*Anxiety, \*Feedback, Learning Activities, \*Medical Education, \*Nursing, Self Evaluation, Student Evaluation, \*Video Tape Recordings

A study was designed to determine if self-critique by videotapes of a practice session was as effective for teaching a nursing skill as were teacher critiques of the practice session. Seventy women nursing students were trichotomized by anxiety level and randomly assigned to either the self-critique with a procedure checklist treatment or to the teacher critique treatment. All subjects first viewed a teaching tape of the skill, participated in a practice session with one of the two critique treatments, and then completed two post critique performances of the procedure. Results of analyses indicated that the self-critique and teacher critique methods produced the same learning levels, with anxiety level of students having no significant effects. The major recommendation for future research is for investigation to determine if students learn similar procedures with less stress and anxiety when sequencing and patterning are first learned with models than if they are first learned with real patients. (Author/SH)

ED 066 928

Yens, David P.

**The Interaction Between Reward Preference and Task Difficulty in a Computer Assisted Instructional Setting. Final Report.**

Pennsylvania State Univ., University Park.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—P-1-C-054

Bureau No.—BR-1-C-054

Pub Date Nov 71

Grant—OEG-3-71-0132

Note—253p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Arithmetic, \*Complexity Level, \*Computer Assisted Instruction, Elementary School Mathematics, Elementary School Students, \*Motivation, Element Reinforcement, \*Reinforcement, Rewards, \*Task Performance

Two aspects of motivation were investigated in this study: the use of individual incentives to enhance learning, and the effect of different levels of task difficulty on the effectiveness of these individualized incentives. One hundred-forty-two fourth and fifth grade students were subjects. Individual preferences for rewards that would serve as incentives were first assessed through a Reward Preference Inventory, and then each subject was randomly assigned to one of three levels of incentive (most preferred reward, least preferred reward, or no reward) and to one of four levels of task difficulty in a computer-assisted arithmetic lesson. Task time and number of problems attempted were dependent variables. While results were generally not congruent with expectations, there was some indication that the promise of a reward will cause students to work longer on a task than no promise of a reward, and the promise of a most preferred reward will be more potent than the promise of a reward of lesser preference. In addition, no support was found for any of the theories of interaction between motivation and task difficulty. (Author/SH)

ED 066 929

Horton, Claude G.

**Humanization of the Learning Environment.**

Pub Date Oct 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

EM 010 328

Descriptors—Acoustical Environment, Carpeting, Ceilings, Color Planning, \*Educational Environment, \*Environmental Influences, Human Engineering, Lighting, Space Dividers, Windows

The ability of individuals to concentrate on a learning activity is strongly influenced by factors in their environment. Therefore, the author of this paper has offered a number of suggestions about how the classroom environment can be made more conducive to learning. (RH)

ED 066 930

Shafer, Jon

**A Cable TV Guide for Educators: Uses and Provisions. Second Edition.**

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Pub Date Sep 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cable Television, Community Antennas, Educational Television, Guides, Instructional Television

Identifiers—CATV, FCC, Local Origination

The primary focus of this monograph is on how school districts might involve themselves in the process of drafting cable television ordinances and granting cable franchises. An introductory section surveys the history of cable television, its educational uses, two-way capabilities, the local origination rule, and the role of the Federal Communications Commission. A course of action for educators in the process of granting cable franchises is suggested. The municipal franchising process is described. Essentially educational provisions for inclusion in a cable ordinance are listed; general franchise provisions that have an indirect bearing on education are also described. Some of the variety of options available for cable franchise ownership are explored. An annotated bibliography is also provided. (JY)

ED 066 931

Lyman, Elisabeth R.

**A Summary of Plato Curriculum and Research Materials.**

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CERL-R-X-23

Bureau No.—BR-5-1179

Pub Date Aug 72

Contract—OEC-6-10-184

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Instruction, \*Computer Assisted Instruction, \*Computer Programs, \*Instructional Materials, Program Descriptions

Identifiers—PLATO, \*Programmed Logic for Automatic Teaching Operation

PLATO (programmed Logic for Automatic Teaching Operations) is a computer-based teaching system which was developed in the Coordinated Science Laboratory at the University of Illinois to explore the possibilities of automation in individual instruction. The history of the PLATO program is summarized here, along with a list of courses which used PLATO during the academic year 1971-72. A summary by subject area of information about PLATO materials used by students either in the past or at present describes PLATO curriculum materials in the many fields, including accounting, astronomy, medicine, biology, foreign languages, engineering, mathematics, urban planning, and veterinary medicine. A chronological bibliography of all PLATO publications is also provided. (JY)

ED 066 932

Comstock, George A.

**Television Violence: Where the Surgeon General's Study Leads.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Surgeon General's Scientific Advisory Committee on Television and Social Behavior, Washington, D.C.

Report No.—RAND-P-4831

Pub Date May 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, \*Children, \*Policy Formation, Research Needs, Social Behavior, \*Socialization, \*Television, \*Violence

EM 010 364

Shafer, Jon

**A Cable TV Guide for Educators: Uses and Provisions. Second Edition.**

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Pub Date Sep 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

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Identifiers—CATV, FCC, Local Origination

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When judiciously interpreted, the findings of the Report to the Surgeon General on Television and Social Behavior cannot support any conclusion other than that televised violence is a cause of aggressiveness in children and young people. Given this interpretation, policy guidance research into the effects of television on society should include validation studies; field studies and panel surveys; and high priority issues such as social and psychological processes which influence how televised violence affects aggressiveness, mitigating condition, prosocial effects of televised violence, and prosocial influences of television. Policy studies should include production -- the social and economic mechanisms for freeing production from competition that makes violence so attractive; programming--the social and economic dynamics for reducing the utility of violence as a means of gaining audiences attractive to advertisers; and consumer action--social mechanisms by which various concerned public groups can learn what they should do, and broadcasters can become more conscious of public needs and dissatisfactions. (Author/SH) I30FL

ED 066 933 FL 002 356  
Lee, Richard R.

The Social Evaluation of Speech: Implications from the Laboratory to the Classroom.  
Pub Date 5 Mar 71

Note--10p.; Paper presented at the Fifth Annual TESOL Convention, March 5, 1971, New Orleans, La.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Communication (Thought Transfer), \*Communication Skills, Connected Discourse, Experiments, Language Instruction, Language Programs, \*Lower Class, \*Nonstandard Dialects, Racial Factors, Role Perception, Social Factors, \*Social Mobility, \*Speech, Speech Education, Standard Spoken Usage, Tables (Data)

The teaching of dialect modification has been justified by the barrier postulate which says that lower class speech prevents upward social mobility. When translated into a testable hypothesis, the barrier assumption has not been confirmed. The movement called dialect modification did not arise from empirical research in social cognition, but instead from the intuitions of scholars trained in linguistics. What is different in the communication patterns of the poor goes beyond the phonology and syntax of the sentence and linguistic analysis to the broad basis of communication skills and points out the need for communication training. (Author/VM)

ED 066 934 FL 002 365

LaFontaine, Hernan Pagan, Muriel

A Model for the Implementation of the Elementary School Curriculum through Bilingual Education.

Bilingual School P. S. 25, Bronx, N. Y.

Pub Date 69

Note--13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--\*Bilingual Education, \*Curriculum Design, Curriculum Development, \*Elementary Grades, English, Language Instruction, Language Proficiency, Language Programs, Language Skills, \*Second Language Learning, Spanish, Tables (Data), \*Teaching Models

The theoretical teaching model described in this document provides a plan whereby a child entering the Bilingual School in kindergarten and remaining in school through sixth grade will have experienced seven years of bilingual instruction and will be able to receive 50% of his instruction in English and 50% in Spanish. This objective is based on consideration of the child's language dominance and the gradual increase of second language instruction through the grades. Included here are language instruction percentages for each subject area on each grade level in terms of language dominance. The actual model, providing for the necessary gradual adjustment into the theoretical model, is also described in terms of language use and subject area percentages. (VM)

ED 066 935 FL 002 516

Lezama, Juan A.

Bilingualism, the Mexican American College Student, and His Community.

Pub Date 4 Mar 71

Note--6p.; Paper presented at the Fifth Annual TESOL Convention, March 4, 1971, New Orleans, La.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Anglo Americans, Biculturalism, \*Bilingual Education, Bilingualism, College Students, \*Community Involvement, Cultural Education, Curriculum Development, \*Educational Accountability, \*Educational Improvement, Educational Innovation, Educational Needs, Educational Objectives, Mexican Americans, Parent School Relationship, \*Self Concept, Spanish Speaking, Teacher Education  
Identifiers--\*Mexican American Education Project

The primary objectives of the Mexican American Project at Sacramento State College are to prepare "agents of change" through the applied social sciences, to work within the culture of the schools, to increase the opportunities for the Mexican American learner, to further the concept of involvement of the Spanish-speaking community in the education of the Mexican American learner, to help assess needs of the Mexican American child, and to develop relevant curriculums based on the language and culture of the child. This paper discusses some of the specific accomplishments and objectives of the project in terms of general bilingual education needs and problems. (Author/VM)

ED 066 936 FL 002 575

Sharp, Samuel C.

Latin Recruitment.

Pub Date 25 Jun 71

Note--10p.; Paper presented at the American Classical League Institute, Western College, Oxford, Ohio, June 25, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Classical Languages, Classical Literature, \*Enrollment Trends, Instructional Program Divisions, Language Enrollment, \*Latin, \*Recruitment, Relevance (Education), \*Secondary Education, \*Student Enrollment, Student Motivation

This speech, concerning the dilemma of maintaining and increasing student enrollment in classics programs in a time of national decline, centers about personal experiences encountered by a secondary level teacher and underscores the negative effects of overcrowded language programs and lack of support from guidance departments. As a means of overcoming such problems, the author illustrates how classroom methods, procedures, and public relations must be utilized in the development of a successful recruitment program. (RL)

ED 066 937 FL 002 582

Holt, Grace S.

Implications of Research in Communication Education for the Black Child.

Pub Date Jul 70

Note--13p.; Response prepared for the Proceedings of the Sixth Annual Summer Conference of the Speech Communication Association, Chicago, Illinois, July 9-11, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Attitudes, \*Children, Communication (Thought Transfer), \*Communication Skills, Culturally Disadvantaged, Educational Accountability, Educational Problems, \*Educational Research, Interference (Language Learning), Language Development, Language Research, \*Minority Groups, Negroes, Social Factors, Speech, \*Speech Education, Student Behavior, Teacher Behavior, Teacher Education, Teaching Methods

This paper discusses several aspects of the need for research in communication education for black children. Initial comments underline the need for educating teachers in communication behavior and teaching methods. The complex nature of the problem under review indicates the need for careful delineation of the problem for effective research and clear distinctions between the structure and function of black children's language. The role of learning interference must also be determined. There is a growing mandate for accountability in such research, because inaccurate research has fostered hostility and resentment. The researcher must contemplate the need for justifying the research to the researched, lest he subject himself to the accusation of the acquisition of data pursuant to re-making it into another group's image. (Author/VM)

ED 066 938 FL 003 026

Key, Mary Ritchie And Others

Some Linguistic and Stylistic Features of Child Black English.

Pub Date Nov 71

Note--24p.; In "Preprints of the Conference on Child Language," held in Chicago, Illinois, November 22-24, 1971, p170-192

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--American English, Articulation (Speech), \*Child Language, Distinctive Features, Grammar, Language Development, Language Patterns, Language Research, \*Language Rhythm, \*Negro Dialects, Paralinguistics, \*Phonology, Pronunciation, Standard Spoken Usage, \*Suprasegmentals, Syllables, Vocabulary

This paper points out some linguistic and stylistic features of Black English as spoken by children and discusses the occurrence of particular language patterns. Examples of distinct intonation patterns, paralinguistic effects, language rhythm, and other phonological features are all considered. A statistical survey of particular age-group usage of clause and sentence complexity is included. The discussion is based on six tapes of the speech of children in grades 1-3, aged 9 to 12. (VM)

ED 066 939 FL 003 075

Huntsman, Beverly S.

Some Sociological Factors in Educating Bilinguals.

Pub Date 1 Mar 72

Note--9p.; Paper presented at the Sixth Annual TESOL Convention, March 1, 1972, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--\*Attitudes, Bilingual Education, English (Second Language), Language Usage, \*Minority Groups, \*Occupational Aspiration, Orientation, \*Second Language Learning, \*Social Factors, Sociology, Standard Spoken Usage, Stereotypes, Success Factors, Teacher Role, Teaching Methods

The sensitive area of language attitude as it relates to cultural and educational stereotyping should be explored openly and frankly in the classroom to erase false ideas and misbeliefs about language usage. The "Corrective Approach" in English-as-a-second-language instruction, which assumes that Standard English exists, is necessary for improved intellectual performance, and is best acquired through constant correction, and should be abandoned in favor of methods that allow the student to see realistically the role of language in society. This way the student will not be required to judge only himself and his performance against a so-called norm of Standard English, a comparison which reduces the student's opinion of himself and, therefore, his chances of future success. (VM)

ED 066 940 FL 003 089

Thai Basic Course Workbook: Aural Comprehension Enrichment, Lessons 26-36.

Defense Language Inst., Washington, D.C.

Spons Agency--Department of Defense, Washington, D.C.

Report No--01TH47

Pub Date Mar 72

Note--51p.

Available from--Director, Defense Language Institute, Department of the Army, Washington Navy Yard, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--Audiolingual Skills, Basic Skills, \*Instructional Materials, Intensive Language Courses, \*Language Instruction, \*Listening Comprehension, Modern Languages, Sino Tibetan Languages, Supplementary Textbooks, \*Thai, \*Workbooks

This workbook, designed for use with the Defense Language Institute's "Thai Basic Course," is oriented toward development of aural comprehension. Taped exercises focus on a variety of activities, including comprehension exercises based on dialogue study, paragraph analysis, translation, multiple choice, dictation, and narration. Exercises correspond to lessons in the "Basic Course." For a companion document see FL 003 082. (RL)

ED 066 941 FL 003 091

Czech Basic Course: Folklore.

Defense Language Inst., Washington, D.C.

Spons Agency--Department of Defense, Washington, D.C.

Report No--01CX47

Pub Date Mar 72

Note--33p.



Available from—Director, Defense Language Institute, Department of the Army, Washington Navy Yard, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Cultural Background, Cultural Education, \*Czech, \*Folk Culture, Folklore Books, \*Instructional Materials, \*Intensive Language Courses, Modern Languages, \*Slavic Languages

This booklet is designed for use in the advanced phase of the Defense Language Institute's "Basic Course" in Czech. It is used in the advanced phase as a part of cultural background information. Reading selections, with vocabulary lists, include: (1) ethnography; (2) incantations and spells; (3) proverbs, sayings, and weather lore; (4) fairy tales and legends; (5) historical tales and legends; (6) folk sayings and riddles; (7) nursery rhymes, children's riddles, and songs; (8) folk songs; (9) folk customs and superstitions; and (10) folk costumes and embroidery. (RL)

**ED 066 942** FL 003 202

Bauer, Eric W.

Objectives, Learning Tasks, and Testing in Foreign Languages.

Pub Date 28 May 70

Note—16p.; Paper presented at the Southeast Asian Ministers of Education Organization Regional English Language Center Seminar on English Language Testing, Bangkok, Thailand, May 28, 1970

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classification, \*Educational Objectives, \*Language Instruction, Learning, Learning Processes, \*Learning Theories, Modern Languages, \*Second Language Learning, \*Taxonomy, Teaching Methods

This paper presents a model for learning a second language developed on the basis of existing models for taxonomies of learning objectives. Three interrelated domains of language learning are examined: (1) the affective domain (willing), (2) the cognitive domain (thinking), and (3) the psychomotor domain (doing). An attempt is made to develop a basis for a new, unified theory of second language acquisition. (RL)

**ED 066 943** FL 003 206

Munzer, Hans W. And Others

German Basic Course: Volume I, Lessons 1-15.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—R-01GM32

Pub Date Mar 72

Note—315p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Audiolingual Skills, \*Basic Skills, Cartoons, \*German, Grammar, \*Instructional Materials, \*Intensive Language Courses, Language Instruction, \*Modern Languages, Second Language Learning, Vocabulary Development

This volume of the Defense Language Institute's "German Basic Course" is concerned primarily with the pronunciation of German and introduces the most common structural patterns. Vocabulary development includes some 575 new words. Fifteen lessons, intended for use in an intensive program, focus on development of basic audiolingual skills. Lessons include grammar notes, dialogues, homework suggestions, prose narratives, and vocabulary lists. Distinctions between passive and active vocabulary are indicated in the text. Cartoons are used to illustrate unit dialogues. (RL)

**ED 066 944** FL 003 210

Russian Basic Course: Aural Comprehension Enrichment Word Cards.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—01RU47

Pub Date Mar 72

Note—84p.

Available from—Director, Defense Language Institute, Department of the Army, Washington Navy Yard, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Armed Forces, Facilities, \*Instructional Materials, Intensive Language Courses, Language Skills, Military Air Facilities, Military Service, Military Training, \*Modern Languages, \*Russian, \*Vocabulary Development

Several hundred military terms in Russian are contained in this pamphlet. Terms pertaining to army, navy, and air force weaponry and procedures are presented on aural comprehension enrichment word cards with English translations on the reverse side. (RL)

**ED 066 945** FL 003 211

Vietnamese: Aural Comprehension Enrichment Word Cards.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—01VN47; 01VS47

Pub Date Mar 72

Note—47p.

Available from—Director, Defense Language Institute, Department of the Army, Washington Navy Yard, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Armed Forces, Facilities, \*Instructional Materials, \*Intensive Language Courses, Language Skills, Military Air Facilities, Military Service, Military Training, Modern Languages, \*Vietnamese, \*Vocabulary Development

Several hundred military terms in Vietnamese are contained in this pamphlet. Terms pertaining to army, navy, and air force weaponry and procedures are presented on aural comprehension enrichment word cards with English translations on the reverse side. (RL)

**ED 066 946** FL 003 215

Czech Basic Course: Songs of Czechoslovakia.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—R-01CX47

Pub Date Apr 72

Note—76p.; In Czech

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Choral Music, Cultural Education, \*Cultural Enrichment, \*Czech, \*Instructional Materials, Instructional Program Divisions, \*Music, Music Activities, \*Slavic Languages

This songbook contains some 77 songs, with words and music, reflecting the daily life and culture of the people of Czechoslovakia. The text is designed for use, as supplementary material, in the Defense Language Institute's "Czech: Basic Course." (RL)

**ED 066 947** FL 003 216

Czech Basic Course: Advanced Phase (Air Force), Lessons 1-23 and Supplementary Materials.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—R-01CZ47

Pub Date Apr 72

Note—248p.

Available from—Director, Defense Language Institute, Washington Navy Yard, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Czech, \*Instructional Materials, \*Intensive Language Courses, Language Skills, \*Military Air Facilities, Reading Materials, Reading Skills, \*Slavic Languages, Textbooks, Vocabulary, Vocabulary Development, Word Lists

The purpose of this volume is to acquaint students of the Defense Language Institute's "Czech: Basic Course" with specialized Air Force terminology. Twenty-three lessons focusing on military procedures and terminology are included. The lessons include Czech and English texts of a dialogue, reading passages, and a word list. An appendix contains selections from Czech aviation periodicals. (RL)

**ED 066 948**

Postman, Neil, Ed. And Others

Language in America.

Pub Date 69

Note—240p.

Available from—Pegasus, Western Publishing Company, 850 Third Avenue, New York, N.Y. 10022 (\$1.75)

**Document Not Available from EDRS.**

Descriptors—Bureaucracy, Censorship, \*Communication (Thought Transfer), Communication Problems, Computers, Economics, Educational Research, \*Language, Language Role, \*Language Usage, \*Mass Media, Political Influences, Psychotherapy, Racism, \*Semantics, Social Influences, Speech

The essays published in this collection were written in response to the basic question, "To what extent is the language of politics/advertising/psychotherapy/education/bureaucracy/etc. facilitating or impeding our chances of survival?" The general topic here is the contemporary use of language and the semantic environment in America, especially in consideration of mass media capability. The general trend of replies to the basic question is that the modes of discourse have gotten out of control and are not doing what they are intended to do. The hope is expressed that through a universal education in the rational use of language, the balance can be restored. (Author/VM)

**ED 066 949**

FL 003 301

Menda Behrens, Eduardo

Directrices para la Creación del Centro Nacional de Información y Documentación (Guidelines for the Creation of a National Information and Documentation Center).

Ministerio de Educación, Caracas (Venezuela).

Departamento de Documentación Pedagógica.

Pub Date 71

Note—46p.; In Spanish

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Clearinghouses, \*Documentation, Educational Improvement, Educational Objectives, \*Educational Resources, \*Guidelines, \*Information Centers, \*Information Dissemination, Information Processing, Information Services, International Education, Spanish Speaking

Identifiers—\*Venezuela

This document discusses background information and guidelines for the creation of a national information and documentation center for the dissemination of scientific and technological information. The study first reports on information services in several other countries and the need for an information center in Venezuela; included are recommendations by international and national organizations. The objectives, functions, organization, financing, and development of such a center in Venezuela are considered. (VM)

**ED 066 950**

FL 003 303

Primera Reunion de la Comision Nacional de Analisis y Evaluacion del Sistema Educativo: Informe Final (The First Meeting of the National Committee for Analysis and Evaluation of the Educational System: Final Report).

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro Nacional de Documentacion e Informacion Educativa.

Pub Date 71

Note—66p.; In Spanish; Conference held in Buenos Aires, Argentina, August 30-September 4, 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Advisory Committees, Curriculum Design, Curriculum Evaluation, \*Educational Accountability, \*Educational Improvement, \*Educational Legislation, Educational Objectives, \*Educational Problems, Elementary Education, Financial Support, Higher Education, Human Resources, Intermediate Grades, International Education, Middle Schools, School Buildings, Spanish Speaking, Universities

Identifiers—\*Argentina

This document contains the legislation creating the National Committee for Analysis and Evaluation of the Educational System and the final report of that committee's first meeting. The report deals with each level from elementary to higher education. For each level it describes and considers curriculum, school buildings, human resources, current and future financial resources, and teacher preparation. Committee recommendations for improvement are listed. (VM)

## 48 Document Resumes

ED 066 951 FL 003 304

Omari, Issa M. Cook, Harold  
Differential Cognitive Cues in Pictorial Depth Perception.

Pub Date 4 Apr 72

Note—7p.; Draft of paper presented at the American Educational Research Association annual convention, Chicago, Illinois, April 4, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjectives, \*Children, Cognitive Processes, Cues, Experiments, Grade 3, Language Development, \*Language Research, Negroes, Perception Tests, \*Pictorial Stimuli, Puerto Ricans, Semantics, \*Verbal Stimuli, \*Visual Perception

The experiment described in this report investigates the effects of various cognitive cues in questions asked regarding the relationship of elements in pictorial depth perception. The subjects of this study are 40 third grade Black and Puerto Rican children. They are confronted with four pictures from the Hudson Depth Perception Tests and asked to reply to questions concerning depth perception relationships. The varying cues in the question on relationships draw varying reactions from the subjects, thereby suggesting certain conclusions. The results support the theory that expressions containing marked adjectives are more difficult than their counterparts. Details of the experiment, findings, and discussion are included in this report. References are provided. (VM)

ED 066 952 FL 003 305

Serrano, Jorge A., Ed.

Modelos para la Unificación de Conceptos, Metodos y Procedimientos Administrativos (Guidelines for Uniform Administrative Concepts, Methods, and Procedures).

Bilingual School P. S. 25, Bronx, N. Y.

Pub Date Aug 71

Note—81p.; Report of the First Conference of Administrators of the Universities in the Federation of Private Universities of Central America and Panama, Guatemala City, June 18-21, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Budgeting, Costs, Evaluation Criteria, \*Guidelines, \*Interinstitutional Cooperation, International Education, Meetings, Models, Universities, \*University Administration

Identifiers—\*Central America, \*Panama

These documents, discussed and approved during the first meeting of the university administrators affiliated with the Federation of Private Universities of Central America and Panama (FUPAC), seek to establish uniform administrative concepts, methods, and procedures, particularly with respect to budgetary matters. The documents define relevant administrative terminology and nomenclature for use in accounting and budgetary affairs. The proceedings of the meeting are included here along with a list of participants. Examples of accounting and budgetary procedures are also provided. (VM)

ED 066 953 FL 003 306

Catalogo General de Universidades, 1970-1971: Federacion de Universidades Privadas de America Central y Panama (General Catalog of Universities, 1970-1971: Federation of Private Universities of Central America and Panama).

Bilingual School P. S. 25, Bronx, N. Y.

Pub Date Jul 71

Note—283p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Admission Criteria, \*Catalogs, Courses, Curriculum Design, Degree Requirements, \*International Education, Scholarships, \*Spanish Speaking, \*Universities, University Administration

Identifiers—\*Central America, Panama

This document contains the 1970-1971 catalogues of five universities belonging to the Federation of Private Universities of Central America and Panama (FUPAC). The catalogues provide information on university administrators and staff, historical background, admission requirements, degree programs, scholarships, and courses. The catalogues included here are from Jose Simeon Canas University, Central American University, Dr. Mariano Galvez University, St. John's College, and the Polytechnical Institute of Nicaragua. (VM)

ED 066 954 FL 003 312

Morles, Victor

Guia para la Elaboracion y Evaluacion de Proyectos de Investigacion (Guidelines for Reporting and Evaluating Research Projects).

Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.

Report No—Doc-47-CENDIP-5-8-71

Pub Date 71

Note—14p.; Reprinted from "Revista de Pedagogia" (Caracas), v1 n1 p51-59 May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Evaluation Techniques, Experiments, \*Guidelines, \*Research Design, \*Research Methodology, \*Research Projects, Research Proposals, Scientific Methodology

This article establishes guidelines for conducting and evaluating research projects according to a scientific methodology. The organizational format suggested here follows an outline with elements and details that should be considered in an investigation. Each part of the proposed outline is explained, and terms are defined. Project evaluation is also considered, and a sample checklist for that purpose is included. (VM)

ED 066 955 FL 003 313

Fundamentos, Orientaciones, Areas Basicas y Procedimientos para la Investigacion Educativa (Bases, Guidelines, Basic Areas, and Procedures for Educational Research).

Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.

Pub Date Jul 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Educational Administration, \*Educational Improvement, Educational Innovation, Educational Objectives, Educational Philosophy, \*Educational Research, \*International Education, Research Criteria, Research Design, Research Methodology, \*Research Needs, Research Projects, Research Proposals, \*Social Problems, Student Role, Teacher Role

Identifiers—\*Colombia

This document establishes the bases, general guidelines, basic areas, and procedures for educational research conducted in Colombia. The philosophy underlying research objectives is explained. There is special interest in social research concerning the condition of man and of the social groups that will be the targets of education, and in research concerning the causes for those conditions. Another general topic for research is the failings and deficiencies of the present educational system. (VM)

ED 066 956 FL 003 314

Langevin, Paul

Reforma Educativa: Proyecto de Reforma Educativa para Francia (Educational Reform: French Educational Reform Proposals).

Ministerio de Educacion Nacional, Bogota (Colombia). Centro de Documentacion & Informacion Pedagogica.

Report No—Doc-35-CENDIP-1-6-71

Pub Date 71

Note—33p.; In Spanish; Originally published in "Cuadernos de Educacion," Lima, Peru, Universidad Nacional de Educacion, 1971, p139-189

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Delinquent Rehabilitation, \*Educational Administration, Educational Legislation, \*Educational Objectives, \*Educational Philosophy, \*Educational Planning, Educational Problems, \*Educational Programs, Handicapped Children, Slow Learners, Social Responsibility, Special Education, State Church Separation, Teacher Education, Teaching Methods, Testing, Universities

Identifiers—\*France

This document is a Spanish translation of French educational reform proposals and general educational philosophy. Initial remarks in the document concern educational objectives and general aims of the particular educational levels. Different, possible, educational progressions are considered, and the university system is discussed. Teacher preparation, recruitment, and qualifications, and the means for controls and evaluation of education are described. Other considerations — such as general curriculum construction, methods, testing, advancement, and

special problems (education for slow learners, handicapped children, and delinquent rehabilitation) — are discussed. Concluding remarks characterize the secular and popular nature of the educational system. (VM)

ED 066 957 FL 003 336

Castro, Margarita, Ed. Forero, Fanny, Ed.

Version Condensada de la Clasificacion de los Objetivos de la Educacion (A Condensed, Translated Version of the Taxonomy of Educational Objectives).

Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.

Report No—ICOLPE-42-IE-35-VII-71

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affective Objectives, Attention, \*Child Development, \*Cognitive Objectives, Comprehension Development, \*Educational Objectives, Educational Philosophy, Emotional Development, Intellectual Development, International Education, Program Development, Skills, Spanish Speaking, \*Taxonomy, Teaching Methods, Values

This document provides a classification of educational objectives in the cognitive and affective domains, defines each objective, and offers examples. Special emphasis is not given to any particular objective; it is left to the teachers in a given program to determine the specific objectives to be derived in each learning experience within the general objectives of the program. (VM)

ED 066 958 FL 003 337

Plan Multinacional de Educacion del Adulto (Multinational Plan for Adult Education).

Ministerio de Educacion, Caracas (Venezuela). Centro de Documentacion e Informacion.

Pub Date 11 Jun 71

Note—21p.; Portion of the final report of the First Conference of the Inter-American Council on Education, Science, and Culture, held in Vina del Mar, Chile, September 10-16, 1970

Journal Cit—Eduplan Informa; v4 n3 p1-21 Jun 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Basic Education, \*Adult Education, \*Adult Literacy, Attitudes, Curriculum Development, Educational Improvement, Educational Innovation, Educational Objectives, \*Educational Planning, Educational Research, Instructional Materials, \*International Education, Teacher Education, Teaching Methods

This document contains part of the final report from the first meeting of the Inter-American Council on Education, Science, and Culture, held in Vina del Mar, Chile, in 1970. The report presents general policy and guidelines which should be followed in the establishment of adult elementary education programs. The general discussion covers literacy programs, educational objectives, program organization and administration, content, methods and materials, teacher education, the use of radio and television, and coordination with various organizations and universities. Also included in this document are the objectives and guidelines of the Regional Program of Educational Development in adult education and a description of the mechanism in such a program for sponsoring research projects. The requirements for the preparation and approval of research proposals and the criteria for evaluating projects are also described. (VM)

ED 066 959 FL 003 343

Grimes, Joseph E., Comp. Cranmer, David J., Comp.

Bibliography on Discourse and Related Topics. Cornell Univ., Ithaca, N.Y.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, Deep Structure, Descriptive Linguistics, \*Discourse Analysis, Grammar, Language Research, Language Universals, \*Linguistic Theory, Paragraphs, \*Rhetoric, Scholarly Journals, \*Semantics, Sentence Structure, Structural Linguistics, Surface Structure, Syntax

This general bibliography on discourse and related topics lists over 350 books, articles, and papers, written between 1912 and 1971, covering a great variety of linguistic problems and issues.

The subjects range from general topics such as "Nouns and Noun Phrases" and "Language as Symbolization" to such specialized articles as "Samoan Pronominalization" and "Some Notes on the Semantics of Eastern Eskimo Localizers." Most of the entries are in English, while several other languages—for example, German, French, and Russian—are represented. (VM)

**ED 066 960** FL 003 345

**Nuevas Tendencias en la Enseñanza de las Ciencias** (New Trends in Science Education).

Oficina de Ciencias de la Unesco para América Latina, Montevideo (Uruguay); Oficina Regional de Educación de la Unesco para América Latina y el Caribe, Santiago (Chile).

Spons Agency—UNICEF, Oficina Regional para las Américas, Santiago (Chile).

Pub Date May 71

Note—41p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Improvement, Educational Objectives, \*Educational Planning, Instructional Materials, \*International Education, Middle Schools, Primary Grades, Research Proposals, \*Science Education, Science Equipment, Secondary Education, Spanish Speaking, Teacher Education, Teaching Methods Identifiers—\*Latin America

The concern for improving science education in Latin America is reflected in this document compiled by UNESCO offices in Chile, Uruguay, and Paris with financial support from UNICEF, and directed to Latin American science teachers. The first part deals with planning the reforms needed in science education and the practical considerations involved. The second part provides a general discussion of science education within the schools. Other topics covered here include UNESCO and UNICEF activities related to the improvement of science education in Latin America; the design; preparation, evaluation, and administration of science programs; the production, maintenance, and repair of scientific equipment; and the structure of a program for modernizing plans for scientific education. (VM)

**ED 066 961** FL 003 347

Perren, G. E., Ed. Trim, J. L. M., Ed.

**Applications of Linguistics: Selected Papers of the Second International Congress of Applied Linguistics, Cambridge 1969.**

Pub Date 71

Note—498p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N.Y. 10022 (\$32.50)

**Document Not Available from EDRS.**

Descriptors—\*Applied Linguistics, Child Language, Communications, Computational Linguistics, \*Conference Reports, Educational Radio, Educational Television, Interference (Language Learning), Language Development, \*Language Instruction, Language Research, Language Tests, \*Linguistic Theory, Neurolinguistics, Psycholinguistics, Second Language Learning, \*Sociolinguistics, Speech Handicaps, Teaching Methods

This collection of 52 papers in the field of applied linguistics presents ideas of diversified topics. General and specific topics in sociolinguistics, psycholinguistics, neurolinguistics, and language instruction are covered. Testing, teaching methods, speech problems, and the use of computers, language laboratories, radio, and television are discussed. Papers range from such theoretical topics as "Distinctive Features and Phonetic Dimensions" and "Static and Dynamic Lexical Systems" to topics in the practical realm such as "Where Has All the Money Gone? The Need for Cost-Effectiveness Studies in the Teaching of Foreign Language" and "Language Development Programs for Southern American Negroes." Several papers are in French. Conference participants are listed. (VM)

**ED 066 962** FL 003 350

Nickel, Gerhard, Ed.

**Papers in Contrastive Linguistics.**

Pub Date 71

Note—121p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N.Y. 10022 (\$9.50)

**Document Not Available from EDRS.**

Descriptors—Applied Linguistics, Conference Reports, \*Contrastive Linguistics, Error Patterns,

Instructional Materials, \*Interference (Language Learning), Language Typology, Language Universals, Linguistic Theory, Phonemics, \*Phonology, Prediction, \*Research Methodology, Second Language Learning, \*Syntax, Transformation Generative Grammar

The contrastive linguistics papers contained in this collection concern a wide variety of issues within the field—ranging from phonology and syntax to interference and error analysis in foreign language instruction. The papers, while discussing specific topics, for example, "Equivalence, Congruence, and Deep Structure" or "Comparative Analysis of English and Czech Phonology and Prediction of Errors in Learning," contain implications and considerations for foreign language instruction, descriptive linguistic theory, and research methodology. (VM)

**ED 066 963** FL 003 353

Miller, J. Dale

**French Teaching Aids.**

Pub Date 72

Note—120p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Cartoons, \*Cross Cultural Studies, Cultural Education, Cultural Enrichment, Educational Games, \*French, Games, Grammar, \*Instructional Materials, \*Language Instruction, Modern Languages, Pronouns, Proverbs, Reading Materials, \*Secondary Schools, Textbooks

Supplementary teaching materials for French language programs are presented in this text. Primarily intended for secondary school students, the study contains seven units of material. They include: (1) French gestures, (2) teaching the interrogative pronouns, (3) French cuisine, (4) recreational learning games, (5) French-English cognates, (6) writing skills in French, and (7) gems of wisdom—including proverbs, sayings, locutions, literary quotes, and common verses. Cartoons derived from "Asterix" and elsewhere are frequently used to illustrate the materials. (RL)

**ED 066 964** FL 003 357

Gammon, Elizabeth, Ed.

**Grammar and Semantics of Natural Languages: Research Workshop Report.**

National Academy of Education, Stanford, Calif.; National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0293

Pub Date Feb 71

Note—493p.; Working document

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Computers, Context Free Grammar, Deep Structure, Generative Grammar, \*Grammar, \*Interdisciplinary Approach, Language, Language Instruction, \*Language Research, Linguistics, Logic, Philosophy, Psychology, \*Semantics, Sentence Structure, Surface Structure, \*Syntax, Transformation Theory (Language), Translation, Workshops

This volume contains the papers presented at a workshop which brought together authorities from several different disciplines, each working in the area of natural language analysis, to participate in intensive, technical discussions of the issues involved in developing adequate grammars and semantics of natural languages. The disciplines represented were linguistics, philosophy, and psychology. Introductory remarks provide details on workshop procedures and participants. The 19 papers presented at the workshop are included in the main part of the document. [Not available in hard copy due to marginal legibility of original document.] (VM)

**ED 066 965** FL 003 360

**Colorado Research in Linguistics, Number One.**

Colorado Univ., Boulder.

Pub Date Dec 71

Note—66p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—African Languages, Akan, American Indian Languages, Case (Grammar), Deep Structure, Grammar, Japanese, \*Language Research, \*Linguistic Theory, Morphology (Languages), Phonemics, \*Phonology, Semantics, Structural Analysis, Surface Structure, \*Syntax, Transformations (Language), Vowels

The three papers contained in this document cover particular issues in diverse languages. The first concerns the distribution and function of postpositions in Awutu, an African language; the main function of such morphemes is marking case. The second paper discusses the unusual phonology system of Wichita; this American Indian language is characterized by a three-vowel system that has only height contrasts and a phonemic consonant system with neither labials nor nasals. The final paper discusses the Japanese case markers "wa" and "ga" within a framework similar to Fillmore's case grammar; the author argues on both semantic and syntactic grounds that wa- and ga-noun phrases are transformationally derived from conjoined sentences. (VM)

**ED 066 966** FL 003 370

Richards, Jack C.

**Social Factors, Interlanguage and Language Learning.**

Note—52p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Creoles, Dialect Studies, English (Second Language), Immigrants, \*Language Development, Language Research, Learning Motivation, \*Learning Theories, Minority Groups, \*Nonstandard Dialects, Pidgins, Psycholinguistics, \*Second Language Learning, Social Influences, Sociolinguistics, \*Standard Spoken Usage

This paper considers a number of diverse contexts in which English is learned as a second language and in which nonstandard dialects arise because of social and linguistic factors. The varieties considered here are immigrant English, indigenous-minority varieties of English, pidginization and creolization, local varieties of non-native English, and English as a foreign language as a branch of study. The learning processes and dialects are discussed in terms of interlanguage, seen as the learner's approximate system, that is, the intermediate stage between the source and target language which results from transfer, transfer of training, strategies of communication, learning, and overgeneralization. The concept of interlanguage provides a basis for dialect and language variety description, because it considers rules which are linguistic in origin—derivable from the mother tongue and limited exposure to the target language—and social in origin—derived from communication and learning strategies. Implications of the interlanguage theory in terms of learning English as a foreign language are also discussed. (VM)

**ED 066 967** FL 003 375

Feinstein, Stephen H. And Others

**Communication Sciences Laboratory Quarterly Progress Report, Volume 9, Number 3: Research Programs of Some of the Newer Members of CSL.**

Florida Univ., Gainesville. Communication Sciences Lab.

Pub Date 71

Note—78p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Acoustic Phonetics, Acoustics, Artificial Speech, \*Audition (Physiology), Auditory Perception, Aural Stimuli, Blind, Communications, Deaf Research, \*Echolocation, \*Information Systems, Intonation, \*Language Research, Nonverbal Communication, Oral Communication, Physiology, Speech, Tone Languages

The research reported in these papers covers a variety of communication problems. The first paper covers research on sound navigation by the blind and involves echo perception research and relevant aspects of underwater sound localization. The second paper describes a research program in acoustic phonetics and concerns such related issues as consonant-vowel transitions in the speech of deaf adults and the intelligibility of whispered speech in a tone language. The third paper studies some of the basic problems in data-sharing among information systems and in ambiguity resolution and feedback utilization in man-machine communication. The final paper deals with studies in psychoacoustics and describes research in binaural hearing and two sets of interactions involving the interaural differences required to localize a sound source. (VM)

**ED 066 968** FL 003 382

Kaneda, Michikazu

**On the Principle of "Speech before Writing."**



Ehime Univ. (Japan). School of Education.  
Pub Date Mar 72

Note—12p.

Journal Cit—Ehime University Bulletin, School of Education; v4 n1 p12 p131-141 Mar 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Audiolingual Methods, Contrastive Linguistics, \*Educational Experiments, Inner Speech (Subvocal), Interference (Language Learning), Language Research, Learning Theories, Oral Communication, Psychology, Reading Skills, \*Second Language Learning, Silent Reading, Speech, Teaching Methods, \*Verbal Learning, \*Visual Learning, Writing Skills

The discussion presented here seeks to defend Lado's principle of "speech before writing" and focuses attention on the comparative effectiveness of audio versus visual presentation of language material. Reports on several experiments dealing with this problem lead the author to conclude that, as long as we have the tendency of verbalization or presumable auditory storage of inner speech, auditory image plays a vital role in verbal behavior and that establishing a solid auditory image of the target language is the very basis of acquisition of the language. This can be achieved by aural exposure to the language and by imitative verbalization of the auditory stimuli. (Author/VM)

ED 066 969 FL 003 388

Boletín Estadístico de la Educación: Año VI, No. 1 (Statistical Bulletin on Education: Volume VI, No. 1).

Ministerio de Educación, Guatemala City (Guatemala). Oficina de Planeamiento Integral de la Educación.

Pub Date Jun 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Planning, International Education, \*Primary Grades, \*Schools, \*Statistical Data, \*Student Enrollment, Tables (Data), Teachers

Identifiers—\*Guatemala

This booklet presents statistics concerning primary education in Guatemala. The first section covers enrollment, considering such factors as type of school and location. Other sections provide statistics on teachers, their locations, the number of schools, enrollment in terms of students repeating grades or leaving school, students advancing out of grade six, and population and enrollment of school-age children. (VM)

ED 066 970 FL 003 391

[Parot, Jean Jacques]

Actualización Matemática, AM-2 (Modernizing Mathematics, AM-2).

Ministerio de Educación Nacional, Bogotá (Colombia). Instituto Colombiano de Pedagogía.

Report No.—ICOLPE-6-IE5-II-71

Pub Date 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Techniques, Educational Games, \*Elementary School Mathematics, \*Instructional Materials, International Education, \*Logic, Number Concepts, Numbers, \*Primary Grades, Spanish Speaking, Teacher Education, \*Teaching Methods, Whole Numbers

This document presents a series of exercises designed to help elementary school children develop skills in mathematics and logic. By means of stories, games, questions, and illustrations, the first set of exercises presents the idea of number systems with bases other than 10. Similar means are used to explain the concept of exponents and to teach the children certain logical relationships. For report AM-1, see FL 003 289. (VM)

ED 066 971 FL 003 398

Jugendbücher: Besprechungen des Jugendschriften-Ausschusses, Lehrerverein Bern-Stadt, Nr. 5, 1971 (Books for Youth: Evaluations of the Committee on Juvenile Literature of the Teachers Association of the City of Bern, List Number 5, 1971).

Bernischer Lehrerverein, Bern (Switzerland).

Pub Date 27 Apr 72

Note—16p.

Journal Cit—Bernischer Schulblatt/L'Ecole Bernoise; n17 p167-182 Apr 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, \*Bibliographies, \*Childrens Books, \*German, German Literature, \*Instructional Materials, Literature

More than 150 children's books in German are listed and evaluated in this annotated bibliography. Document availability and prices are indicated. Recommendations concerning suitability for various age groups are also offered. (RL)

ED 066 972 FL 003 403

De Todo un Poco (A Little of Everything).

Chicago Public Schools, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, \*Cultural Activities, \*Educational Accountability, Educational Games, \*Educational Innovation, English (Second Language), Foreign Countries, \*Learning Activities, Non English Speaking, Poetry, Spanish Speaking, Teacher Education

This document contains articles and reports relevant to the bilingual education programs in the Chicago Public Schools. The booklet includes announcements of cultural and learning activities; projects and opportunities for teachers; articles on bilingual education in America, accountability, and the National Conference on Bilingual Education; poetry by famous authors as well as by students; reports of student assemblies and field trips; and educational games. Items appear in either English or Spanish. (VM)

ED 066 973 FL 003 424

Meserole, Harrison T., Comp. Schmaltstieg,

William R., Comp.

1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures: Volume III, Linguistics.

Modern Language Association of America, New York, N.Y.

Pub Date 72

Note—172p.

Available from—MLA Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*African Languages, Albanian, Applied Linguistics, Armenian, Baltic Languages, Bibliographic Citations, \*Bibliographies, Citation Indexes, Descriptive Linguistics, Dravidian Languages, German, \*Indo European Languages, Information Retrieval, Language Classification, \*Linguistics, Persian, Romance Languages, Slavic Languages, \*Uncommonly Taught Languages

Volume 3 of the four-volume, international bibliography contains 8,758 entries referring to Festschriften, analyzed collections, and articles which focus on linguistics. Nearly all entries refer to 1970 publications. The master list of the nearly 1,500 periodicals from which entries are derived is furnished with a table of abbreviations. Sections of entries are classified under general linguistics, theoretical and descriptive linguistics, comparative and historical linguistics, Indo-European linguistics, non-Indo-European linguistics, African linguistics, and composite and derivative languages. Sections on Indo-European linguistics include: (1) Italic, (2) Baltic and Slavic, (3) Germanic (including English), (4) Hellenic, (5) Indic, (6) Iranian, (7) Celtic, (8) Tocharian, and (9) Albanian, Anatolian, Armenian, and others. An author index concludes the bibliography. (RL)

ED 066 974 FL 003 440

Okby, Mamud

Psycholinguistic Insights into the Notion of Structure.

Northeast Modern Language Association, Amherst, Mass.

Pub Date Oct 70

Note—5p.

Journal Cit—NEMLA Newsletter; v2 n3 p63-66 Oct 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Language Research, \*Linguistic Theory, Phonology, Psycholinguistics, \*Semantics, \*Structural Analysis, \*Structural Linguistics, Syntax, Transformation Generative Grammar

The individual components of language -- on the semantic, syntactic, and phonological levels -- mean little or nothing as individual constructs. Language research must proceed according to a concept of linguistic structure which reflects the correlation of elements within and between levels of structure. (VM)

ED 066 975

Toma, Peter P., And Others

Optimization of Systran System.

LATSEC, Inc., La Jolla, Calif.

Spons Agency—Rome Air Development Center,

Griffiss AFB, N.Y.

Report No.—RADCR-72-73

Pub Date Apr 72

Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Computer Programs, Data Processing, Dictionaries, \*English, \*Linguistic Theory, \*Machine Translation, \*Russian, Semantics, Syntax

This report describes an optimization phase of the SYSTRAN (System Translation) machine translation technique. The most distinctive characteristic of SYSTRAN is the absence of pre-editing; the program reads tapes containing raw and unedited Russian texts, carries out dictionary and table lookups, performs all syntactic analysis procedures, and prints out translated texts without human direction. The report begins with a schematic introduction to SYSTRAN, followed by an extensive discussion of improvements effected during optimization in the dictionary, parsing system, and semantics. Improvements in other areas, i.e., the translation of homographs, adverbs, proper names, numerals, adnominal genitives, verbs plus objects, sequence of tenses, abbreviations, and articles, are also reported. A discussion of programing specifics in improving the efficiency of SYSTRAN processing is included, followed by remarks on SYSTRAN and the controversy concerning machine translation in general. Appendixes provide further details on the operation of the program. (Author/VM)

ED 066 976

FL 003 475

Fabri Diaz, Victor

Accents, Tildes, Casos, Casos, Casos, Casos? (Accents, Tildes, [Punctuation, and Spelling Accuracy]).

Kansas State Univ., Wichita.

Pub Date Apr 72

Note—5p.

Journal Cit—Wichita State University Foreign Language Summary; v7 n1 p9-13 Apr 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Diaccritical Marking, Language Instruction, \*Punctuation, \*Second Language Learning, \*Spanish, \*Spelling, Vowels, Writing, Written Language

Correct spelling, punctuation marks, and spelling accents must be taught in the beginning Spanish course. Accent marks make a difference in the interpretation of the written word. Rules govern the placing of exclamation and question marks and make up an integral part of written Spanish. Teachers have a duty and a responsibility to teach these elements as a necessary part of the Spanish language. (VM)

ED 066 977

FL 003 480

Career Brief: Bilingual Secretary.

Careers, Inc., Largo, Fla.

Report No.—B-164

Pub Date Dec 67

Note—8p.; Revised version

Available from—Careers, Inc., Largo, Florida 33540 (\$3.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingualism, \*Career Opportunities, \*Career Planning, \*Educational Background, Educational Opportunities, Language Skills, Second Language Learning, \*Secretaries, Vocational Development

This career brief describes the position of bilingual secretary and provides a general discussion of duties, possible working conditions, personal qualifications, educational requirements and opportunities, outlook, opportunities for men, earnings, and other factors which should be considered in the selection of one's career. (VM)

ED 066 978

48

FL 003 492

Koen, Frank M.

Language and Language Behavior Abstracts. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-1011

Pub Date 31 Jan 72

Contract—OEC-0-71-2420(823)

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Abstracts, \*Annual Reports, Behavior Patterns, Language, \*Language Research, Linguistic Theory, \*Objectives, Research Projects, \*Scholarly Journals

This final report discusses the principal goals and achievements of the journal project "Language and Language Behavior Abstracts" during 1971. The objectives during this grant period were increasing income, improving the scholarly qualities of the journal, reducing operating costs where possible, and improving accessibility to scholars. Problems and progress in these areas are discussed. The appendices include letters and announcements issued during the year to increase journal circulation and advertising. (VM)

ED 066 979 FL 003 498

Gutierrez, Medardo

Bilingualism and Bilingual Education Programs. State Univ. of New York, Albany.

Pub Date 72

Note—11p.

Journal Cit—Periodico del Proyecto de Educacion Bilingue/Bilingual Education Project Newsletter; p1-11 Spr 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, \*Bilingual Education, \*Bilingualism, \*Community Characteristics, English (Second Language), \*Individual Characteristics, Language Instruction, \*Language Programs, Minority Groups, Program Design, Second Language Learning, Spanish

The bilingual is an individual who straddles and/or links, to a greater or lesser degree, two or more languages and cultures. The degree of language and cultural dominance can vary from individual to individual, and bilingual programs must take this variety into consideration. This paper considers some of the varying degrees of bilingual language/cultural dominance and discusses the need for programs which serve all members of the community. Bilingualism within a particular community must be defined before programs can be designed. (VM)

ED 066 980 24 FL 003 500

McGuigan, F. Joseph

Covert Response Patterns in Processing Language Stimuli. Final Report.

Hollins Coll., Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0360

Pub Date 30 Jun 72

Grant—OEG-0-9-560360(010)

Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Auditory Perception, Behavior Patterns, \*Cognitive Processes, Electronic Equipment, \*Experiments, \*Language Research, Mediation Theory, Neurolinguistics, Oral Communication, \*Perception, Physiology, Psycholinguistics, Reading, Research Projects, Silent Reading, \*Speech, Tables (Data), Verbal Communication

The purpose of this research project is to specify critical events within a person during linguistic processing. The experiments reported here cover such topics as the effects of increased reading rate on covert processes, covert behavior as a direct electro-myographic measure of mediating responses, enhancement of speech perception by simultaneous reading, external auditory feedback from covert oral behavior during silent reading, evoked potentials to auditory stimuli, covert psychophysiological responses and language processing, covert linguistic behavior in deaf subjects during thinking, electrical measurements of neuromuscular states during mental activity, covert oral behavior during conversational and visual dreams, and the function of covert oral behavior ("silent speech") during silent reading. Details on each experiment are provided. Figures and tables help to illustrate the results. A list of references is included. (VM)

ED 066 981 FL 003 506

Dulay, Heidi C. Burt, Marina K.

You Can't Learn without Goofing: An Analysis of Children's Second Language "Errors."

Pub Date Jun 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, \*Children, Contrastive Linguistics, \*Educational Strategies, English (Second Language), \*Error Patterns, Habit Formation, Interference (Language

Learning), \*Language Development, Language Research, Learning Theories, \*Second Language Learning, Syntax, Tables (Data)

The types of syntactic errors made by children learning a second language provide insight into the way in which children acquire the second language. The contrastive analysis hypothesis states that while the child is learning a second language, he will tend to use his native language structures in his second language speech; where there are differences between the two languages, he will make mistakes. The L2=L1 acquisition hypothesis holds that children actively organize the L2 speech they hear and make generalizations about its structure as children learning their first language do. The mistakes expected in such a situation would be similar to those made by children learning that same language as their first language. Error analysis in terms of the two theories is discussed, and the authors present their own hypothesis for error explanation and language development. (VM)

ED 066 982 FL 003 507

Klingberg, Gote Agren, Bengt

Expert Opinions on the Use of Literature in the Swedish Comprehensive School: A Taxonomic Approach to Requirement Analysis.

Gothenburg School of Education (Sweden).

Report No—Res-Bull-11

Pub Date May 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, Behavioral Objectives, Cognitive Objectives, \*Comprehensive High Schools, Course Objectives, \*Educational Objectives, Literary Genres, Literary History, Literature, \*Literature Appreciation, Literature Programs, Methods, \*Program Development, Secondary Schools, Student Attitudes, \*Teacher Attitudes

Identifiers—Project LIGRU, Sweden

This final report formulates objectives for literary instruction of a type suitable for inclusion in a central standard curriculum for the Swedish Comprehensive School and a coordination of curricular objectives with instructional procedures and evaluation methods. Based on results of questionnaires sent to literature methods teachers, literary scholars, authors of children's books, children's librarians, and cultural experts, a taxonomic approach to the study is developed which concentrates on goal descriptions and the objectives of instruction. A sample questionnaire with selective comments by recipients and an extensive list of figures and tables are included. (RL)

ED 066 983 95 FL 003 510

LaFontaine, Hernan

The Bilingual School (P.S. 25, Bronx).

New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Report No—P-DPSC-97-312

Pub Date May 70

Note—150p.

Available from—Board of Education, City of New York, 110 Livingston St., Brooklyn, New York 11201

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, \*Bilingual Education, Curriculum Development, Educational Objectives, English (Second Language), Instructional Aids, Instructional Materials, \*Language Programs, Management, Paraprofessional School Personnel, \*Program Budgeting, \*Program Development, \*Project Applications, Spanish Speaking, Staff Improvement, Summer Programs, Teacher Education

This application for continuation of the bilingual education program at the Bilingual School in the Bronx provides a review of projects conducted during the first year, and proposals and budgeting requirements for the second year. Discussion of the first year's program provides details on the teacher training component, curriculum and materials development, and the summer adult programs. The plan for the second year's operation covers proposed programs in staff improvement; acquisition, adaptation, and development of materials; adult education; and summer school. Concluding sections provide details on an accomplishment audit, program management, and budget requirements. [Not

available in hard copy due to marginal legibility of original document.] (VM)

ED 066 984 48 FL 003 512

Longacre, Robert E.

Hierarchy and Universality of Discourse Constituents in New Guinea Languages: Texts.

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7756

Pub Date 72

Contract—OEC-0-9-097756-4409-014

Note—268p.

Available from—Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$3.25)

Document Not Available from EDRS.

Descriptors—\*Austro Asiatic Languages, Calculus, Deep Structure, Descriptive Linguistics, \*Discourse Analysis, Grammar, \*Language Research, Language Styles, \*Language Typology, \*Language Universals, Linguistic Theory, Paragraphs, Sentence Structure, Surface Structure, Syntax, Tagmemic Analysis, Taxonomy, Verbs

Identifiers—\*Territory of Papua and New Guinea

This volume accompanies and illustrates "Hierarchy and Universality of Discourse Constituents in New Guinea Languages: Discussion" (FL 003 513), which reports on research carried out in New Guinea and surrounding areas. This volume provides sample texts, over and beyond the fragmentary examples given in the discussion text. The examples of discourse provided here are of several varieties—including procedural, narrative, expository, hortatory, dramatic, instructional, explanatory, and descriptive discourse. The texts are taken from the following languages: Kosea, Wajokese, Golin, Okapmin, and Bahinemo. (VM)

ED 066 985 48 FL 003 513

Longacre, Robert E.

Hierarchy and Universality of Discourse Constituents in New Guinea Languages: Discussion.

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7756

Pub Date 72

Contract—OEC-0-9-097756-4409-014

Note—176p.

Available from—Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$2.95)

Document Not Available from EDRS.

Descriptors—\*Austro Asiatic Languages, Calculus, Deep Structure, Descriptive Linguistics, \*Discourse Analysis, \*Language Research, \*Language Typology, \*Language Universals, Linguistic Theory, Paragraphs, Sentence Structure, Surface Structure, Syntax, Tagmemic Analysis, Taxonomy, Verbs

Identifiers—Daga, Kosea, \*Territory of Papua and New Guinea, Wajokese

This study of hierarchy and universality in the languages of New Guinea seeks to describe and place the run-on surface structures found in those languages. In the process, traditional stereotypes of "sentence" and "paragraph" are questioned and revised, while hierarchy -- a fundamental characteristic of language -- is shown to give rise to varied and particular arrangements in different languages. Questions of universality are also considered, and the author contends that both deep and surface structure are prime concerns of the student of language and that meaning is found in both. The chapters in the book cover clause chaining in New Guinea structures, clause chaining and hierarchical structure, taxonomy of the deep structure propositions, sentence and paragraph structures in three New Guinea languages, and discourse. For sample texts of discourse in several New Guinea languages used in this discussion, see FL 003 512. (Author/VM)

ED 066 986 FL 003 515

Asher, James J.

Differential Prediction of Student Success in Intensive Language Training. Final Report.

San Jose State Coll., California. Dept. of Psychology.

Spons Agency—Defense Language Inst., Monterey, Calif. West Coast Branch.

Pub Date [72]

Note—37p.; Amended final report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aptitude Tests, Arabic, \*Educational Research, French, German, \*Intensive Language Courses, Korean, Language Instruction, Learning Theories, Mandarin Chinese, \*Objective Tests, Russian, Second Language Learning, Semitic Languages, Spanish, Student Evaluation, \*Success Factors, Turkish, Vietnamese

This report summarizes the results from the first year of a proposed three-year study into ability patterns for learning second languages in intensive training. The languages sampled were Arabic, Mandarin Chinese, German, French, Korean, Russian, Spanish, Turkish, and Vietnamese. Before training, the students were administered these predictive measures: the Modern Language Aptitude Test, the Pimsleur Language Aptitude Battery, the Army Language Test, the Home Assessment of Basic Linguistic Abilities, the Al-Haik Foreign Language Auditory Aptitude Test, the Foreign Language Interest Inventory, the Otis-Lennon Quick-Scoring Mental Ability Test, the Need for Social Approval, and the Taylor Manifest Anxiety Scale. In addition, certain biographical items were used as predictors, such as age and education. Some of the students in the sample were also assessed for motivation with the Q by Q Interview. Results from preliminary data analysis after six weeks of training suggested that each language may have a unique factor structure with very little overlap between languages. Statistical data are included. (RL)

ED 066 987 FL 003 529

Katcher, Roberta

Culture Shock: What Problems in Acculturation Can Occur in a New Society?

Pub Date 20 Jul 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Acculturation, Biculturalism, Bilingual Students, \*Culturally Disadvantaged, Cultural Pluralism, \*Culture Conflict, \*Language Instruction, Minority Group Children, Modern Languages, Socially Disadvantaged, Spanish Speaking, \*Teaching Methods

Personal experiences illustrating the psychological phenomenon of "culture shock" are integrated with a discussion of the pedagogic significance of the process of acculturation. Problems encountered in acculturation processes appear to be particularly significant for teachers of English-as-a-second-language, and practical suggestions for improving the classroom situation for Spanish-speaking students are suggested. (RL)

ED 066 988 FL 003 537

Spence, Raquel, Comp. Rodriguez, Felicitia,

Comp.

Mucho Gusto en Conocerle (Happy to Meet You). Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Students, \*Cultural Awareness, Cultural Background, Cultural Differences, English (Second Language), Ethnic Groups, Foreign Culture, \*Instructional Program Divisions, Latin American Culture, \*Puerto Rican Culture, Spanish Speaking, \*Student Teacher Relationship, \*Teacher Attitudes

This pamphlet answers questions concerning the Puerto Rican student in the Anglo school situation. Problems arising from cultural and linguistic differences are explored and suggestions to help teachers appraise and modify their own expectations concerning the child and his native culture are offered. (RL)

ED 066 989 FL 003 538

Crosbie, Keith And Others

Foreign Language Teacher Education in 1971: A Position Paper.

National Council of State Supervisors of Foreign Language.

Pub Date [72]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Improvement, Instructional Program Divisions, Language Instruction, \*Language Teachers, Master Teachers, \*Methods Courses, Methods Teachers, \*Modern Languages, Preservice Education,

Student Teachers, Student Teaching, Teacher Background, Teacher Certification, \*Teacher Education, \*Teacher Educator Education, Teacher Interns, Teacher Programs, Teacher Qualifications

This paper identifies areas of weakness in existing programs of foreign language education for secondary teachers and suggests how improvements may be effected. The National Council of State Supervisors of Foreign Languages, recognizing the need for change in language teacher education programs, discusses four major areas of concern. Remarks are directed to (1) advanced courses, (2) professional education courses, (3) the foreign language methods course, and (4) the student teaching experience. An extensive bibliography lists books and articles on general teacher education and foreign language education. (RL)

ED 066 990 FL 003 539

Skoczylas, Rudolph V.

An Evaluation of Some Cognitive and Affective Aspects of a Spanish-English Bilingual Education Program.

Pub Date Aug 72

Note—180p.; Doctoral dissertation

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Affective Behavior, \*Bilingual Education, Bilingual Students, \*Cognitive Development, Cultural Environment, Cultural Images, Educational Experiments, English (Second Language), Ethnic Relations, Instructional Program Divisions, \*Language Instruction, Language Programs, Minority Groups, Race Relations, Second Language Learning, Sociocultural Patterns, \*Student Attitudes, Urban Studies

This study constructs and applies an evaluation model to determine if bilually instructed children in a particular educational program suffer a loss in linguistic, academic, or cognitive growth, and determines whether their self-image and attitudes toward the two salient ethnolinguistic groups are less favorable than those of their monolingually instructed counterparts. A small-scale sociolinguistic survey of the participants and their immediate families was conducted, and a socio-cultural description of the community was made in order to place the program in the greater environment in which the program operated and in which the children functioned and lived. A review of the literature, examination of the community, design of the study, analysis of data, and discussion, summary, and recommendations are included. Several listening tests and other project-related materials are appended. A bibliography and list of tables are included. (Author/RL)

ED 066 991 FL 003 542

Jones, Audrey M.

Australian Institute of Aboriginal Studies: Catalogue of Tape Archive, No. 9.

Australian Inst. of Aboriginal Studies, Canberra.

Pub Date Apr 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Archives, \*Australian Aboriginal Languages, \*Australian Literature, \*Dialects, Dialect Studies, Information Sources, Language Classification, Language Research, Language Typology, Magnetic Tapes, Native Speakers, Regional Dialects, Resource Materials, Social Dialects, \*Tape Recordings

The object of this catalogue is to make available basic information on the tape archive of the Australian Institute of Aboriginal Studies (Canberra, Australia). The collection consists mainly of tape recordings of Australian aboriginal languages and music. Other tapes contain descriptions of aboriginal customs, myths of the various tribes told in the vernacular and in English, accounts of historical events, and miscellaneous conversations. Some 150 items are listed with descriptions of topics discussed or songs sung on the tape. A language and tribe index and a subject index are included. The subject index sub-classifies information on linguistic studies, myths and stories, songs and dances, songs and music, and speech. (RL)

ED 066 992 48 FL 003 547

Schachter, Paul Otanes, Fe T.

Tagalog Reference Grammar.

California Univ., Los Angeles.; Philippine Center for Language Study, Pasay.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0936

Pub Date 72

Contract—OEC-6-14-003

Note—566p.

Available from—University of California Press, 2223 Fulton Street, Berkeley, California 94720 (\$6.00)

Document Not Available from EDRS.

Descriptors—Adjectives, Adverbs, \*Form Classes (Languages), Generative Grammar, Grammar, Indonesian Languages, \*Language Classification, Morphology (Languages), Nominals, Phrase Structure, Pronunciation, \*Reference Books, Sentence Structure, Structural Analysis, Structural Grammar, Surface Structure, Synchronic Linguistics, Syntax, \*Tagalog, \*Transformation Generative Grammar

This reference text of Tagalog grammar provides extensive description with illustrative examples of the language. Language classification and grammatical analysis are predicated on principles of transformational generative grammar. Seven categories of materials include: (1) pronunciation, (2) basic sentence structure, (3) nominals and their expansions, (4) adjectivals and their expansions, (5) verbals and their expansions, (6) adverbials and their expansions, and (7) derived and minor sentence structures. An index to grammatical topics and terms is included. (RL)

ED 066 993 48 FL 003 581

Jonas, Sister Ruth

African Studies in French for the Elementary

Grades: Phase II of a Twinned Classroom Approach to the Teaching of French in the Elementary Grades. Volume II, Tapescripts and Essays.

College of Mount St. Joseph-on-the-Ohio, Ohio.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7743

Pub Date Sep 72

Contract—OEC-0-9-097743-4408-014

Note—274p.; Final Report

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*African Culture, Audiolingual Methods, Audiovisual Instruction, Cross Cultural Studies, \*Cultural Education, Educational Experiments, Elementary Education, \*Fles, Fles Programs, \*French, \*Instructional Materials, Language Instruction, Language Programs, Language Skills, Mossi, Second Language Learning, Student Evaluation, Student Motivation, Teaching Methods

This experiment examines a new psychological approach to foreign language study at the elementary school level. A principal objective is to determine the nature and importance of second language learning motivation in monolingual societies devoid of the daily living example of the target language and culture. A five-year French language sequence, consisting of an exchange of 1,200 correlated slides and tapes of the participants in the program and student- and teacher-made instructional materials, is described in the report. The text contains 67 units of materials corresponding to slides of Volcan and American culture. An appendix discussing how the French acquired Upper Volta is included. For the companion document see FL 003 582. (RL)

ED 066 994 48 FL 003 582

Jonas, Sister Ruth

African Studies in French for the Elementary

Grades: Phase II of a Twinned Classroom Approach to the Teaching of French in the Elementary Grades. Volume I, Technical Report.

College of Mount St. Joseph-on-the-Ohio, Ohio.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7743

Pub Date Sep 72

Contract—OEC-0-9-097743-4408-014

Note—98p.; Final report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*African Culture, Audiolingual Methods, Audiovisual Programs, Cross Cultural Studies, \*Cultural Education, Educational Experiments, Elementary Education, \*Fles, Fles Programs, \*French, \*Instructional Materials, Language Instruction, Language Programs, Language Skills, Mossi, Second Language Learning, Student Evaluation, Student Motivation, Teaching Methods

This experiment examines a new psychological approach to foreign language study at the elementary school level. A principal objective is to determine the nature and importance of second



language learning motivation in monolingual societies devoid of the daily living example of the target language and culture. A five-year French language sequence, consisting of an exchange of 1,200 correlated slides and tapes of the participants in the program and student- and teacher-made instructional materials, is described in the report. An experimental and a control group, beginning in grade 2, participated with their peers from Bethune, France, and Mossi children from Upper Volta, West Africa. Procedures, methods, results, and attitudinal questionnaires are presented. Concluding remarks indicate that the positive attitudes of the experimental group are attributable to the twinning of classes and the subsequent opportunity for interpersonal and intercultural exchange of audiovisual messages within a cultural context. For Volume 2, see FL 003 581. (RL)

**ED 066 995** 48 FL 003 584

*Liem, Nguyen Dang*

**Advanced Vietnamese: A Reader in Culture.**

Hawaii Univ., Honolulu.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-7770

Pub Date 72

Contract—OEC-0-70-1656

Note—369p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*College Language Programs, Cultural Education, Cultural Images, \*Instructional Materials, Language Instruction, \*Reading Instruction, \*Reading Materials, Textbooks, \*Vietnamese

This fourth-year reader in Vietnamese presents a broad picture of Vietnamese culture through a selection of scholarly texts written by Vietnamese. The book seeks to introduce students to the culture of the Vietnamese and facilitate a transition from general reading matter to a more literary and technical style of writing. General chapter introductions and selected texts are edited in terms of new vocabulary items, grammatical difficulties, and cultural novelties. The 54 texts were chosen on the basis of their grammatical and lexical simplicity and contextual relevance. A Vietnamese-English glossary is included. (RL)

**ED 066 996** 24 FL 003 626

*Cordova, Joe E.*

**English Proficiency and Behavioral Change in Spanish-Speaking Children.**

Southern Colorado State Coll., Pueblo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1 H-030

Pub Date 23 Aug 72

Grant—OEG-8-71-0023-509

Note—50p.; Final report

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Children, Educational Experiments, Educational Research, Elementary Grades, \*English (Second Language), Family Background, Language Proficiency, Language Role, Language Usage, Linguistic Competence, Literature Reviews, \*Mexican Americans, Research Methodology, \*Self Concept, Spanish Speaking, Statistical Analysis, Student Behavior, Tables (Data), \*Teaching Techniques, Tests

The purpose of this study was to improve the English competence of Spanish-speaking students, to increase their success in school, and to help them develop stronger self-concepts. Control and experimental groups of students were selected from kindergarten, second, and fourth grades of elementary schools with a predominantly Chicano population. Experimental students were exposed to various techniques designed to strengthen English as a second language (ESL). To accomplish this goal, teachers of the students in the experimental group were trained by the experimenters in techniques to facilitate the acquisition of ESL skills. The control group received no special instruction. Students in both groups were measured on general school progress, English usage, general school behavior, and aptitude prior to and immediately following the administration of the experimental techniques. Details, statistical data, and results of the experiment are presented here along with discussion and recommendations. (Author/VM)

**ED 066 997** 48 FL 003 627

*Quinn, Robert M.*

**An Intermediate Vietnamese Reader.**

Cornell Univ., Ithaca, N.Y. Southeast Asia Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-7705

Pub Date 72

Contract—OEC-0-70-3658

Note—200p.; Final report copy

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Grammar, \*Instructional Materials, \*Intensive Language Courses, Modern Languages, Pattern Drills (Language), Phonetics, Pronunciation, \*Reading Development, Reading Instruction, \*Reading Materials, Textbooks, Uncommonly Taught Languages, \*Vietnamese

This text is designed to follow "Introductory Vietnamese," and aims to develop the student's reading ability within the social sciences. The grammatical and lexical content assumes mastery of the content of the previous volume. Newly introduced lexical items are glossed as part of the lesson in which they first occur and also listed in the glossary. Lessons include: (1) dialogues, (2) vocabulary sections, (3) grammar notes, and (4) questions. A Vietnamese-English glossary is included. For the companion document see FL 003 628. (RL)

**ED 066 998** 48 FL 003 628

*Quinn, Robert M.*

**Introductory Vietnamese.**

Cornell Univ., Ithaca, N.Y. Southeast Asia Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-7705

Pub Date 72

Contract—OEC-0-70-3658

Note—528p.; Final report copy

**EDRS Price MF-\$0.65 HC-\$19.74**

Descriptors—\*Conversational Language Courses, Grammar, \*Instructional Materials, Intensive Language Courses, \*Modern Languages, Pattern Drills (Language), Phonetics, Pronunciation, \*Textbooks, Uncommonly Taught Languages, \*Vietnamese

Thirty lessons of instructional materials in conversational Vietnamese are included in this text. The model dialect is representative of the Hanoi area. Lessons are composed of six essential parts: (1) pronunciation theory and practice, (2) basic dialogues, (3) notes on usage, (4) grammar notes, (5) pattern practice drills, and (6) exercises. A glossary is included. For the companion document, see FL 003 627. (RL) I30HE

**ED 066 999** HE 002 197

*Sims, O. Sutherland, Jr., Ed.*

**New Directions in Campus Law Enforcement: A Handbook for Administrators.**

Georgia Univ., Athens. Georgia Center for Continuing Education.

Pub Date 71

Note—87p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Activism, \*Educational Administration, \*Higher Education, \*Law Enforcement, \*Police

These papers seek to present a collective view of campus law enforcement in the seventies, incorporating new ideas and tested formulas for meeting the demands of a post-riot generation of students. Written primarily by practitioners concerned with current unrest and its implications for the future of higher education, the papers express a belief in the academic community's ability to solve its own problems. The solutions offered settle basically on 2 major premises. The first is the assumption that colleges and universities should recognize their unique postures as separate communities, functioning within the laws of the larger community. The second is the proposition that colleges meet threats of lawlessness and disorder through preventive techniques, beginning with the establishment of workable, progressive departments charged with public safety for the community. For related document see ED 047 344. (Author/HS)

**ED 067 000** HE 003 037

*Perry, Richard R. And Others*

**The Organized Organization: The American University and Its Administration.**

Toledo Univ., Ohio.

Pub Date 71

Note—131p.

Available from—Center for the Study of Higher Education, The University of Toledo, Toledo, Ohio 43606 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Activism, \*Administrator Responsibility, \*Administrator Role, \*Educational Administration, \*Governance, \*Higher Education, Universities

College and university administrators in the past few years have not found their job an easy one. The very nature of higher education makes it difficult to organize and administer a university. This document presents several essays that are designed to clarify options open to an educational administrator. The topics are: "The University Administrator: From Where Has He Come?" by W. Frank Hull; "Thoughts About the Collapse of Academic Government and the Possibilities for Its Revival," by W. Max Wise; "Organization and Administration of a University: A Philosopher's Perspective," by Henry Margenau; "The Regional University and Comprehensive College: Some Ideas," by Richard E. Peterson; "The Individual in the Organized University," by T. R. McConnell; and "Restructuring the University," by Richard R. Perry. (HS)

**ED 067 001** HE 003 062

**Minority Student Opportunities in United States Medical Schools 1971-1972.**

Association of American Medical Colleges, Washington, D.C.

Pub Date Oct 71

Note—108p.

Available from—Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$3.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Disadvantaged Youth, \*Educational Opportunities, \*Higher Education, \*Medical Education, \*Minority Groups, Negro Education

This document presents brief descriptions of and statistical data concerning the educational opportunities available to minority group students in 106 medical schools across the U.S. The descriptions are organized under the following headings: (1) programs and curriculum; (2) faculty and administration; (3) financial aid; and (4) admissions statistics. The admissions statistics are for the academic year 1970-71, but all other information pertains to academic year 1971-72. (HS)

**ED 067 002** HE 003 275

*Olson, Carl J. And Others*

**The Orthopaedic Training Study, Phase II 1968-1972. Final Report Supplement, Psychomotor Skills, Part B.**

Illinois Univ., Urbana. Medical Center.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Professions Education and Manpower Training.

Pub Date [72]

Note—286p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Higher Education, Laboratories, \*Medical Education, Medical Students, \*Psychomotor Skills, \*Skill Development, \*Training Laboratories

This document, as a supplement to the final report of the Orthopaedic Training Study, presents a discussion of the rationale behind the implementation of a laboratory course in psychomotor skills development for medical students. Medical educators examined resident training in terms of 3 components of cognitive elements of learning: cognitive, affective, and psychomotor. It was determined that development of the psychomotor aspects of orthopaedic surgery in any sequenced or ordered fashion is largely ignored. Thus, the document studies and outlines a possible laboratory course in psychomotor skills in orthopaedic surgery, a psychomotor skills plaster laboratory, and an orthopaedic traction skills laboratory. See also HE 003 277 and HE 003 276. (HS)

**ED 067 003** HE 003 276

*Olson, Carl J. And Others*

**The Orthopaedic Training Study, Phase II 1968-1972. Final Report, Volume I.**

Illinois Univ., Urbana. Medical Center.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Professions Education and Manpower Training.

Pub Date [72]

Note—120p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Higher Education, \*Laboratories, \*Medical Education, \*Medical Students, Skill Development, \*Training Laboratories

Phase two of the Orthopaedic Training Study was designed to examine time, sequence, and content requirements of existing orthopaedic programs. Specifically, the proposal was designed to achieve the following objectives: (1) to provide a model of individualized graduate education in medicine in which the demonstration of individual competence marks the end of formal training; (2) to document the nature and variation of orthopaedic training in the U.S.; (3) to devise and test methods for increasing the efficiency and effectiveness of orthopaedic training; (4) to determine the relationships between input training and output variables; (5) to develop mechanisms that will facilitate continuing institutional self-study of training programs; and (6) to develop a pool of educational specialists in orthopaedics who can provide continuing leadership in the field. This document presents a report of the results of the study with remarks about implications for further study and development of programs. See also HE 003 277 and HE 003 275. (HS)

ED 067 004 HE 003 277

Olson, Carl J. And Others

The Orthopaedic Training Study, Phase II 1968-1972. Final Report Supplement, Part A.

Illinois Univ., Urbana. Medical Center.

Spons Agency—Public Health Service (DHEW),

Washington, D.C. Bureau of Health Professions

Education and Manpower Training.

Pub Date [72]

Note—526p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—\*Higher Education, Laboratories,

\*Medical Education, Medical Students,

\*Psychomotor Skills, \*Skill Development,

\*Training Laboratories

This document, as a supplement to the final report of the Orthopaedic Training Study, contains the documents considered to be important in providing the background for the study. The materials are organized into four major areas: initial correspondence, instrumentation, special reports, and psychomotor skills. See also HE 003 275 and HE 003 276. (HS)

ED 067 005 HE 003 285

Kilbourne, Carl George

The Relative Success of High Risk Students Enrolled in the Degree Programs of Berea College.

Pub Date 71

Note—149p.

Available from—University Microfilms, Ann Arbor, Michigan (71-30,711)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Academic

Performance, College Students, \*Disad-

vantaged Youth, \*Educationally Disad-

vantaged, \*Higher Education, \*Low Ability

Students, Low Achievers

This study examines the relative success of high-risk students during and subsequent to enrollment in Berea College. The study was designed to determine: (1) the nature of selected personal and educational characteristics; (2) the secondary school ranks; (3) the enrollment and graduation rates; (4) the dropout rates; (5) the academic dismissal and transfer rates; (6) the comparison of the grade-point averages among the various degree programs; (7) the comparison of class rank and GPA of high-risk students with non-high-risk students; (8) the education, employment, salary, and job satisfaction of former high-risk students; and (9) the opinions of former high-risk students relative to the value of the Berea College experience. (Author)

ED 067 006 HE 003 300

Wood, Lynn Wilson, Robert C.

Teachers With Impact.

California Univ., Berkeley. Center for Research

and Development in Higher Education.

Pub Date 72

Note—4p.

Journal Cit—Research Reporter; v7 n2 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, College Students,

\*Higher Education, \*Interpersonal Relation-

ship, Student College Relationship, \*Student

Motivation, \*Student Teacher Relationship,

\*Teacher Influence

In this study it was found that teaching seems

to be most effective when it allows a close,

friendly relationship with students over a substantial period of time. The most significant faculty-student relationships were seldom described by faculty as impersonal, and almost all such relationships were associated with continuing faculty-student interaction. Teachers who were more accessible and more interactive with students were not merely being friendly or gregarious; they had considerable intellectual impact on students. Most students described the faculty members who contributed most to them as having stimulated them intellectually, demanded high quality work of them, made them feel confident about their abilities, and interested them in the teacher's field. These interactive factors were also characteristic of faculty denoted as intellectually influential by students who became more intellectually oriented over the 4 years. (Author)

ED 067 007 HE 003 301

Hodgkinson, Harold L.

How to Evaluate Faculty When You Don't Know Much About Them.

California Univ., Berkeley. Center for Research

and Development in Higher Education.

Pub Date 72

Note—4p.

Journal Cit—Research Reporter; v7 n2 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Effective Teaching, \*Evaluation

Methods, Evaluation Techniques, \*Faculty

Evaluation, \*Higher Education, Teacher

Evaluation, \*Teacher Improvement, Tenure

Prompted by the current debate over tenure,

the spread of teacher's unions, and the concern

of legislators for providing a uniform teaching

load in institutions of public higher education,

there seems to be great interest in the whole area

of faculty evaluation, as well as in the improve-

ment of college and university teaching. The central

purpose of evaluation should be to help a

person improve his performance, whether that

person is a student or a teacher. It appears, how-

ever, that most evaluation systems work primarily

to reject people rather than to help them attain

better performance. Several options are open to

educational administrators in the field of faculty

evaluation. One is the growth contract, a system

under which every faculty member must state, at

4- to 5-year intervals, his personal goals for the

next interval, even if he has tenure. Even on a

campus with a tenure system, the faculty growth

contracts inject a vital new dimension: the institu-

tions expect faculty members to grow and change

during their stay, and will help them to do so.

Another alternative to traditional means of faculty

evaluation is classroom observation of teachers

either by colleagues and by video tapes. This

would afford immediate feedback so that profes-

sors could improve their teaching before they

developed bad methodologies. (HS)

ED 067 008 HE 003 303

Chambers, M. M.

A Record of Progress: Three Years of State Tax Support of Higher Education, 1969-70 Through 1971-72.

Pub Date 72

Note—65p.

Available from—The Interstate Printers &

Publishers, Inc., Jackson at Van Buren, Dan-

ville, Illinois 61832 (\$10.00)

Document Not Available from EDRS.

Descriptors—\*Educational Economics, \*Educa-

tional Finance, \*Financial Support, \*Higher

Education, \*State Aid

This document contains: (1) tables and graphs

of appropriations of state tax funds for operating

expenses of higher education in each of the 50

states by state, institution, and by fiscal period in

the past 13 years, with detailed emphasis on the

most recent 3 years; and (2) reproduction of a

complete file of GRAPEVINE for the 3 calendar

years 1969, 1970, and 1971, and the first 3

months of 1972. GRAPEVINE is a publication

that provides information about state tax legisla-

tion; state appropriations for universities, col-

leges, and junior colleges; and legislation affect-

ing education beyond high school. (HS)

ED 067 009 HE 003 307

Research Training Fellowship Program (Formerly

Military Medicine and Allied Sciences Course).

Walter Reed Army Hospital, Washington, D.C.

Pub Date Apr 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Opportunities, Health Occupations Education, \*Higher Education, \*Medical Education, \*Military Personnel, Officer Personnel, \*Professional Continuing Education, \*Research Skills, Scientific Research

This document provides an outline of the Research Training Fellowship Program at the Walter Reed Army Institute of Research. Emphasizing the scientific foundations of military medicine, the course aims at preparing medical corps officers for careers in laboratory research or clinical investigation and teaching. The intent is to give officers who have completed specialty training a chance for fellowship work in a research environment. This will enable them to gain skills in research design and analysis and acquire familiarity with important developments in broad areas of medical science. (HS)

ED 067 010 HE 003 308

Deland, E. C. And Others

FLUIDMOD: A Versatile CAI System for Medical Students.

Rand Corp., Santa Monica, Calif.

Pub Date Mar 72

Note—16p.

Available from—The Rand Corporation, Santa

Monica, California (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Innovation, \*Educa-

tional Technology, \*Higher Education, \*In-

structional Innovation, \*Medical Education

FLUIDMOD is an interactive program for student

practice and instruction in the medical treat-

ment of fluid and electrolyte problems in human

patients. Previous instructional programs in this

field have been based on teaching numerous rules

applicable to particular problems, which must

then be applied by the student to actual patients

who supply feedback responses to the therapy.

The FLUIDMOD program uses a mathematical

model of the patient so that a student at a

graphics console may work completely through

the sequence of steps of a given therapeutic

problem. Thus, he is actively involved in simu-

lated patient management. FLUIDMOD also con-

tains interactive programs to simulate the clinical

patient-management environment: doctor's or-

ders, nursing notes, the patient chart and record,

etc., are provided. Eventually, FLUIDMOD will

contain instructional programs to which the stu-

dent may branch as required. The utility of using

such a system in teaching hospital environments

is now being evaluated. (Author)

ED 067 011 HE 003 309

Furniss, W. Todd

Faculty Tenure and Contract Systems: Current

Practice.

American Council on Education, Washington,

D.C.

Pub Date 27 Jul 72

Note—6p.; A.C.E. Special Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Faculty, \*Contracts, Con-

tract Salaries, \*Higher Education, \*Probationary

Period, Professors, Teacher Employment,

Teacher Welfare, \*Tenure

From a survey designed to determine the cur-

rent practices involved in faculty tenure and con-

tract systems at colleges and universities

throughout the U.S., it is estimated that 94.7% of

faculty members work in institutions that have

tenure systems. It is further determined that per-

sonnel practices in most institutions with tenure

systems are characterized by: (1) at least an initial

period of short contracts; (2) a high rate of the

award of tenure after the final review; (3) no

limitations on the percentage of tenured faculty;

and (4) maximum probationary period ranging

from 3 to 7 years, which may be reduced by

credit for prior service in about two-thirds of the

universities and private 4-year colleges. Personnel

practices in most institutions with contract

systems only are characterized by: (1) a high rate

of contract renewal; and (2) provision of written

reasons for nonrenewal of contracts. (HS)

ED 067 012 HE 003 310

The Yale Tuition Postponement Seminar.

Yale Univ., New Haven, Conn.

Pub Date [72]

Note—175p.; Proceedings of the seminar on tuition

postponement, Yale University (2nd,

November 22-23, 1971)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Educational Finance, \*Financial Support, \*Higher Education, \*Scholarship Loans, \*Student Costs, \*Student Loan Programs, \*Tuition

The quality of American higher education is being seriously threatened by economic pressures that are unlikely to be relieved in the near future. As undesirable as it may be, it appears that more and more of the costs of education will have to be borne by the college and university students. The Yale University Tuition Postponement Option Plan was created to help relieve both the student and the university of some of their financial problems. The central characteristic of the Yale plan is that it links the student's educational costs to his ability to pay for that education over a working career. To the extent that the burden of repayments varies with income, the plan relieves the student borrower of the necessity to alter his work or study plans in favor of remunerative careers. The proceedings of the second seminar on the Plan are presented in this document to share with other institutions Yale's work in the development of this kind of student financing. (Author/HS)

ED 067 013 HE 003 311

**The Development of Higher Education in Africa.** United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 63

Note—350p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, Paris-73, France (\$7.00)

Document Not Available from EDRS.

Descriptors—\*African Culture, \*Comparative Education, \*Educational Research, \*Higher Education, \*International Education, \*International Organizations

The Conference on the Development of Higher Education in Africa was held for two specific reasons. The first was to identify possible solutions to: (1) problems of choice and adaptation of the higher education curriculum to the specific conditions of African life and development, and the training of specialized personnel for public administration and economic development techniques; and (2) problems of administration, organization, structure, and financing encountered in the creation or development of institutions of higher education both from the point of view of the institutions themselves and from the wider angle of national policy. The second purpose of the conference was to provide data to the United Nations, its specialized agencies, and to other organizations and bodies concerned with international cooperation and assistance, for the development of their programs in aid to and use by institutions of higher education in Africa. The results of this conference and the conclusions and recommendations of the conference members are presented in this report. (HS)

ED 067 014 HE 003 315

Mayhew, Lewis B.

**Reform in Graduate Education.**

Southern Regional Education Board, Atlanta, Ga. Report No.—SREB-Monogr-18

Pub Date Apr 72

Note—185p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W. Atlanta, Georgia 30313 (\$3.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Curriculum Development, \*Educational Change, \*Educational Development, \*Educational Planning, \*Graduate Study, \*Higher Education

This monograph is concerned with changes, innovations, and reforms in graduate education in the arts and sciences. It was written as an aid to faculty and administrators who must plan graduate programs in the future. While it does make suggestions and recommendations, it is chiefly intended to raise questions and to suggest ways by which graduate curricula may be examined and changed. Thus the book stands as a connecting link between the body of serious but unsystematic criticisms of graduate education of the past and what may become a thorough analysis of actual change of graduate education in the future. (Author/HS)

ED 067 015 HE 003 316

Ferrin, Richard I. And Others

**Access to College for Mexican Americans in the Southwest.**

College Entrance Examination Board, Palo Alto, Calif.

Pub Date Jul 72

Note—48p.; Higher Education Surveys, Report 6

Available from—Western Regional Office, College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94304; Southwestern Regional Office, College Entrance Examination Board, Suite 119, 3810 Medical Parkway, Austin, Texas 78756

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Educational Opportunities, \*Ethnic Groups, \*Higher Education, \*Mexican American History, \*Mexican Americans, \*Minority Groups

This survey was concerned with various indices of access to college for Mexican-Americans in the Southwestern U.S. Results are based on the responses of college administrators at a sample of 153 institutions. Principal findings of the survey include: (1) An estimated 144,000 Mexican-Americans were enrolled as undergraduates in Southwestern colleges in Fall 1971. (2) In 1970-71 Mexican-American students attending public 4-year colleges received financial aid covering 25% of their expenditures, and students enrolled in public 2-year colleges received financial aid covering 10 to 15% of their expenditures. (3) Recruitment of Mexican-American students was most frequently done by Mexican-American faculty and students, or by special visits to high schools enrolling large numbers of Mexican-American students. (4) Chicano studies courses are offered by about 85% of all public colleges in counties with large numbers of Mexican-Americans. (5) Southwestern colleges reported an estimated 1,500 Mexican-American full-time faculty members; this yields a ratio of one Mexican-American faculty member for every 100 Mexican-American students. (HS)

ED 067 016 HE 003 317

**Equal Opportunity for Women. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper 14.**

New York State Education Dept., Albany.

Pub Date Apr 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Equal Opportunities (Jobs), \*Females, \*Feminism, \*Higher Education, \*Sex Discrimination, \*Women Professors, \*Womens Education, \*Womens Studies

The Regents of New York State propose affirmative action to provide equal opportunity for women and to eliminate discriminatory practices in the educational system. The Regents proposals focus on (1) recruitment and promotion of women in professional and managerial positions in education; (2) ending sexual stereotyping in the elementary and secondary schools through changes in instructional material, inservice training of educational personnel, and assuring that all courses of study are available to girls and boys; and (3) providing equal opportunity for women as students and faculty members in higher education. (HS)

ED 067 017 HE 003 319

**College Vacancy Survey.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date 1 Jun 72

Note—33p.

Available from—College Vacancy Survey, WICHE, P.O. Drawer P., Boulder, Colorado 80302

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Admission (School), \*College Admission, \*College Choice, \*College Freshmen, \*Higher Education, \*Transfer Students

This document provides a listing of vacancies for college freshmen and transfer students in 2- and 4-year colleges in the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. All vacancies reported are for the fall term, 1972, at the 287 colleges and universities that returned the questionnaires. Specific information regarding application deadlines is given when available. (HS)

ED 067 018 HE 003 320

Grassell, E. Milton, Ed. Lee, Patrick E., Ed.

**Refocus.**

Pub Date 71

Note—163p.; Proceedings of the Annual Pacific Northwest Conference on Higher Education (32nd), Great Falls, Montana, April 30 - May 2, 1970

Available from—Oregon State University Press, Corvallis, Oregon

Document Not Available from EDRS.

Descriptors—\*Activism, \*Conference Reports, \*Educational Development, \*Educational Finance, \*Educational Planning, \*Financial Support, \*Higher Education, \*Management Systems, \*Student College Relationship, \*Student School Relationship

Contained within this document are the proceedings of the 1970 annual Pacific Northwest Conference on Higher Education. The major theme was that of refocusing on the role of higher education in the 1970's. Major addresses presented at the conference dealt with program planning and budgeting systems in higher education; program and facilities; student activism; the need for improved communication among faculty, administration, staff and students; university governance; and financial support of higher education institutions. Also included in the document is a record of the annual business session. (HS)

ED 067 019 HE 003 321

Botin, John G., Ed.

**Management Information for College Administrators.**

Georgia Univ., Athens. Inst. of Higher Education. Pub Date 71

Note—84p.

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Educational Accountability, \*Educational Administration, \*Educational Planning, \*Higher Education, \*Management, \*Management Information Systems

This booklet was prepared to assist college administrators in understanding the nature and purpose of management information and how such information can be organized into a functional system. In the first section the author discusses the increasing need for management information in higher education. More than ever before it is necessary for administrators to show efficient management, to be able to justify budget requests and state objectives that can be measured with concrete data. The second section concentrates on the transformation of administrative data to management information, and the third section discusses the concept of planning, programming, and budgeting as an effective management tool to assist administrators in their decisionmaking responsibilities. The final section of this monograph is devoted to planning models. It focuses on the use of simulation models to project hypothetical outcomes from the selection of different alternative courses of action a college or university might pursue. (HS)

ED 067 020 HE 003 323

Hewitt, Raymond G.

**On Developing a List of Institutions Comparable to the University of Massachusetts. Phase II: The Institutional Data Card.**

Massachusetts Univ., Amherst. Office of Institutional Studies.

Pub Date Feb 68

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Administration, \*Educational Planning, \*Educational Research, \*Educational Status Comparison, \*Higher Education, \*Interinstitutional Cooperation, \*Management Information Systems

Most institutions like to have at their disposal a list of schools comparable to their own for a variety of purposes. The criteria that can be used for determining such a list are, however, numerous and it would appear to be impractical to expect one list based on certain criteria to be useful for all purposes. The Institutional Data Card was designed to enable the Office of Institutional Studies at the University of Massachusetts to have at hand accurate and up-to-date information on a sample of institutions. These data will not only be used to determine lists of institutions comparable to the University in terms of various criteria, but will also be used in planning future studies and surveys. This paper focuses on the coding and operation of the card itself. A previous paper described the rationale behind the



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system, and a third paper will evaluate the actual operation of the system once it has been implemented. (Author/HS)

**ED 067 021** HE 003 324

Hammond, Edward H.  
Ubi Societas Ibi Jus -- The Role of a System of Law in the Communization Process in Academia.

Pub Date [72]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Policy, Administrative Principles, \*Educational Administration, \*Governance, \*Higher Education, \*Legal Responsibility

Any community, regardless of size, generates its own individual system of law, and only when such a system of law is in fact substantially just and substantially effective is the community able to function. Until recently, the legal systems within institutions of higher education have missed this point because for generations the traditional power holders in the academic community have gone largely unchallenged. As a result, systems of law active in academic communities or subcommunities are in accordance with the most traditional and strict ideas of fair play. This document analyzes the nature of communities generally in order to determine both the extent to which university environments reflect these characteristics and the ways in which they may be useful in identifying and responding to the problems of the modern university. The process of analysis begins with the idea of the communization process in academia, where the end product is both academic and a community, a small society and a small political order. Every such community must, either explicitly or otherwise, define for itself its own special nature and purposes and its own relationship to the general academic tradition of which it is a part. (Author/HS)

**ED 067 022** HE 003 325

Goldston, Stephen E. Padilla, Elena  
Mental Health Training and Public Health Man-

power.  
National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jul 71

Note—296p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1724-0168; \$2.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Health Occupations Education, \*Health Personnel, \*Higher Education, Mental Health, \*Mental Health Programs, \*Public Health

This book is based on findings of a research project that dealt specifically with issues in public health work and indirectly with schools of public health, their role in mental health training, and their relevance to professional activities as perceived by those professional public health workers who participated in the survey. Underpinning the inquiry were the notions that: (1) mental health concepts, techniques, and practices enrich and facilitate the operation and acceptance of public health programs and enhance the effectiveness of public health workers; (2) mental health considerations should be an essential aspect of the training programs provided by schools of public health; and (3) schools of public health are appropriate educational settings for the development of mental health specialists. (HS)

**ED 067 023** HE 003 329

Federal Funds for Academic Science, Fiscal Year 1970.

National Science Foundation, Washington, D.C.

Report No.—NSF-72-301

Pub Date Dec 71

Note—130p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (3800-0113; \$7.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Economics, Educational Finance, \*Federal Aid, \*Financial Support, \*Higher Education, \*Research, \*Scientific Research

This report presents statistical analyses of Federal obligations awarded to universities and colleges for academic science activities. Funding

patterns are examined in terms of specific types of science activities, fields of science, agency sources of support, and geographic and institutional distribution of funds. (Author)

**ED 067 024** HE 003 330

Report of the Study Group on Yale College, 1972.

Yale Univ., New Haven, Conn.

Pub Date 72

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Educational Coordination, \*Educational Planning, \*Educational Research, \*Higher Education, \*Institutional Research

The Study Committee on Yale College was established to study all aspects of the college and to make recommendations for the next 20 years of operation. Recommendations include the areas of faculty role, student admissions, student role, the setting of undergraduate life, the appropriate range and limits of choice in learning, the process of guidance, advice and evaluation, programs of study, and the problem of financial resources. (HS)

**ED 067 025** HE 003 331

Instructional Innovation in Oregon.

Oregon State Educational Coordinating Council, Salem.

Pub Date Jan 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Change, Educational Finance, \*Educational Innovation, Financial Support, \*Higher Education, \*Individualized Instruction, \*State Aid

In 1969 the 55th Legislative Assembly established the Oregon Program of Grants for the Improvement of Undergraduate Instruction. The Legislature directed that the program be administered by the Oregon Educational Coordinating Council and provided for an Advisory Committee to guide the Council. All public higher education institutions were eligible to receive grants, and awards could be made not only for the improvement of established programs but also for the development of new courses. Projects funded under the Program have introduced techniques and changes in educational program content that represent notable innovations in college instruction, and the key element of almost all of the projects has been an emphasis on individualization of the learning process. In the present document, course and program descriptions of some of the innovative projects are presented. They include a student self-paced tutorial method of teaching certain undergraduate mathematics courses; an individualized instruction curriculum in auto-diesel technology; a law enforcement simulation project; a process-centered general biology course; and the development of an elementary German language course based exclusively on audio-visual media. (HS)

**ED 067 026** HE 003 332

Kentucky Revised Statutes Pertaining to Higher Education.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date Jun 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Higher Education, \*Public Education, State Agencies, \*State Colleges, State Curriculum Guides, \*State Legislation, State Universities, \*Statewide Planning

The Constitution of the Commonwealth of Kentucky and the Kentucky Revised Statutes contain many general provisions under which the institutions and programs of public higher education along with the various other state agencies and programs are administered in Kentucky. Chapters 164 and 165 of the Kentucky Revised Statutes, however, contain those statutes specifically related to higher education and the state supported colleges and universities and are reproduced in their entirety. The statutes include provisions for areas such as the Council on Higher Education; state support for the University of Louisville; state payments to municipal junior colleges participating in the Occupational Qualification Development Program; requirements for university programs; qualifications for members of the Board of Trustees; physical training and discipline of students regulations; and appointment, salaries, and retirement benefits of university personnel. (HS)

**ED 067 027** HE 003 333

Educational Development at Michigan State University. Report Number 4.

Michigan State Univ., East Lansing. Educational Development Program.

Pub Date 72

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, Educational Change, \*Educational Development, \*Educational Improvement, \*Higher Education, \*Undergraduate Study

This report considers the efforts of the Michigan State University (MSU) faculty to improve undergraduate education. The report is organized into 4 parts. Part 1 describes the function, organization, and operation of the Educational Development Program (EDP). Part 2 is a collection of summaries of educational development projects conducted by the MSU faculty. These exploratory efforts attempted to improve the conditions for learning in specific courses or subject matter areas and were conducted by individual faculty with direct support from EDP. Part 3 considers projects not funded by EDP but which affect educational development. The final section offers a 6-part analysis of the State (Structured Learning and Teaching Environments) Instructional Model. This report describes instructional development efforts in progress from July 1970 through June 1971. (Author/HS)

**ED 067 028** HE 003 334

Extension of the Thirteen-College Curriculum Concept. Final Report - 1970-71.

Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.

Pub Date [71]

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, \*Educational Development, \*Educational Improvement, Educational Innovation, Freshmen, \*Higher Education, Relevance (Education), \*Teacher Improvement, Undergraduate Study

In the academic year 1970-71, Southern University initiated a program of teacher training for educational improvement. Prior to that time, Southern had been a member of a consortium called the Thirteen-College Curriculum Concept, a concept that stresses involvement of students in their own education, favors discussions over lectures, encourages inquiry and emphasizes independent study. The new program consists of 2 components. The first is a training program in which 50 faculty members participated for 3 weeks in the summer of 1970. The faculty members were exposed to the Thirteen-College Curriculum Concept and developed course outlines and lesson plans accordingly. The second phase was an internship program in which faculty taught freshmen students for 2 semesters. Tutorial programs were initiated to aid the students, and faculty met once a week to assess the progress of the program. Results of the program were clearly beneficial. A lower dropout rate occurred and more freshmen students were designated as honors students than ever before. Continuation and extension of the program are planned. (HS)

**ED 067 029** HE 003 335

[Afro-American Influence in the Cultural and Historical Development of the United States.]

Kentucky State Coll., Frankfort.

Pub Date 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*African American Studies, Educational Programs, \*Ethnic Studies, \*Higher Education, \*Institutes (Training Programs), Special Programs, Teacher Education

This document presents an outline and discussion of a summer training program held at Kentucky State College for professors interested in the field of Afro-American studies. The objectives of the institute were: to provide college and university faculty with basic qualifications for teaching Afro-American history; to prepare them to give competent direction in black studies curriculum development; to enable them to enrich courses not being taught; and to help them build new programs as the needs are defined. According to the director's evaluation, all phases of the 3-week program appeared to be beneficial to the 26 participants from 24 area colleges and universities. (HS)

**ED 067 030** HE 003 336  
Educational Development at Michigan State University.

Michigan State Univ., East Lansing. Educational Development Program.

Report No.—R-3

Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, Educational Change, \*Educational Development, \*Educational Improvement, \*Higher Education, \*Undergraduate Study

This report is one in a collection of summaries of instructional development efforts by faculty at Michigan State University (MSU) to improve undergraduate education. Most of these exploratory efforts are aimed at improving the conditions for learning in a specific course or subject matter area, and were conducted by individual faculty under the direct auspices and support of the MSU Educational Development Program (EDP). This report describes only those instructional development efforts that were in progress from July 1969 through June 1970. The first part of the document deals with the function, organization and operation of the Educational Development Program and the second discusses projects funded by EDP by subject matter area. The subject matter areas include anatomy, biochemistry, business, educational psychology, a training program for graduate teaching assistants, humanities, landscape architecture, microbiology, music, physical education, experimental psychology, social work, teacher education, and zoology. The final section discusses projects not funded by EDP but which affect educational development. (HS)

**ED 067 031** HE 003 337  
Final Director's Report On: Institute in African Studies for College Teachers.

Northwestern Univ., Evanston, Ill.

Pub Date 70

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*African American Studies, \*College Faculty, \*Educational Improvement, Educational Programs, Ethnic Studies, \*Higher Education, \*Institutes (Training Programs), Teacher Education

This document describes a summer institute held at Northwestern University during the summer of 1970 entitled Institute in African Studies for College Teachers. The program of instruction that was devised had 4 principal objectives in mind: (1) transmission of accurate information and data about African and Afro-American culture and society; (2) substantive intellectual problemsolving through the interdisciplinary approach actualized by means of an interdisciplinary seminar every Friday in which 2 or 3 faculty members discussed a problem from perspectives representing their disciplines; (3) providing the participants with the tools of research and instruction that will enable them to pursue and transmit African studies on their own; and (4) incorporation of such material into the college curriculum, problems involved, and the most effective means to actualize such an objective. There is a definite need for further training of professors in the area of Black studies. It is hoped that such training will soon be offered as a regular part of the undergraduate and graduate curricula. However, until such programs are initiated, summer institutes such as the ones described in this document are the most effective means for training professors in African studies. (HS)

**ED 067 032** HE 003 338  
[Regional University Administrators Institute.] Northern Michigan Univ., Marquette.

Pub Date 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Education, \*Administrator Role, \*Educational Administration, \*Higher Education, \*Institutes (Training Programs)

The primary objective of the Regional University Administrator's Institute held at Northern Michigan University in the summer of 1970 was to analyze communication dilemmas between hierarchical positions and construct a heuristic model of a higher education administrative communication and decisionmaking process. There is growing evidence of improved administrative

procedures installed by participants in the Institute. There are expressions of confidence in performing an administrative role and in involving faculty in decisionmaking. In addition, there are expressions on the evaluation forms that clearly indicate individual growth and sophistication in the administrative role. Of the 94 participants at the institute, 93 stated that they would be interested in further broadening their administrative capacities at another similar institute. (HS)

**ED 067 033** HE 003 339  
Director's Evaluation Report. Training Program for Inexperienced College Teachers.

Iowa Univ., Iowa City.

Pub Date 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Faculty, \*Educational Improvement, \*Higher Education, \*Institutes (Training Programs), Professors, Special Programs, \*Teacher Improvement

Among formal organizations, higher educational institutions are perhaps the worst offenders in failing to prepare staff to function successfully in their professional roles. Because of this, the University of Iowa initiated a training program for inexperienced college teachers. The primary purpose of this short-term training program was to assist in the initial development of teaching competence for faculty members in 4-year liberal arts colleges. This purpose has been expanded into 3 broad objectives that represent the major aims of the program. (1) The comprehension of selected major principles of college teaching with particular emphasis on: (a) clarification of the aims of higher education; (b) course planning; (c) basic principles of learning and instruction; (d) characteristics of students considered important to instruction; (e) alternative teaching strategies and techniques; (f) innovative ideas in education; and (g) techniques of evaluation. (2) The application of these principles by each participant to instruction in his own discipline. (3) Development of an awareness and understanding by each participant of his potential strengths and weaknesses as a college teacher and initial development of a program of self-improvement to overcome instructional weaknesses. (HS)

**ED 067 034** HE 003 340  
Study of the Effectiveness of a Cooperative Education Program.

Army Missile Command, Redstone Arsenal, Ala.

Pub Date Jun 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cooperative Education, Cooperative Programs, \*Higher Education, Military Organizations, \*Relevance (Education), \*Vocational Education, \*Work Experience Programs, Work Study Programs

This study was conducted to determine what needs to be done to make work assignments for student trainees in a cooperative education program at the U.S. Army Missile Command interesting and challenging enough to assure the maximum retention of these students as full-time employees when they graduate. A questionnaire and evaluation form was devised and distributed to 79 of the student trainees at all levels of the program. The form was designed to elicit: (1) the relationship between work assignments and the academic phases of the program; (2) the level of work assignments; (3) the students' relationships with supervisors and co-workers; (4) the students' knowledge of the Redstone Arsenal complex and the U.S. Army Missile Command's organizational mission assignments; (5) attitudes of students toward the cooperative program; and (6) students' plans for the future, specifically, immediately after graduation. It was found that (1) nearly half of the students felt that the work needed to be more related to classroom study; (2) one-third of the students do not find their work interesting or challenging; (3) students seem to feel the supervisors are poorly organized in relation to their jobs and that co-workers are more helpful in transmitting knowledge; (4) students' knowledge of the mission assignments and complex seems to be minimal; (5) students seem to be generally satisfied with the cooperative program; and (6) fewer students were planning to stay at the Redstone Arsenal after graduation than hoped for. (HS)

**ED 067 035** HE 003 341  
A Guide to Sources of Data on Women and Women Workers for the United States and for Regions, States, and Local Areas.

Department of Labor, Washington, D. C. Women's Bureau.

Pub Date 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Equal Opportunities (Jobs), Females, \*Feminism, \*Higher Education, \*Sex Discrimination, Womens Education, \*Working Women

This document presents a list of suggested source material to aid employers and other interested persons in acquiring statistical data needed in the development of programs for affirmative action for women workers. This listing identifies selected publications currently available or soon to be published on persons by sex, race, educational attainment, labor force participation, occupation, and industry. Availability of data by region, State, Standard Metropolitan Statistical Area, or other area is designated. (Author/HS)

**ED 067 036** HE 003 342  
General Report on the Program Priorities Survey of Maryland Public Higher Educators.

Maryland State Teachers Association, Baltimore.

Higher Education Council.

Pub Date [72]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Collective Bargaining, \*College Faculty, Educational Improvement, Faculty Promotion, \*Higher Education, \*Professional Associations, \*Professors, Student Teacher Ratio, Teacher Welfare, Tenure

This document presents the results of a survey that was conducted by the Higher Education Council of the Maryland State Teachers Association to determine the professional priorities of the institutions within the State and the priorities of their faculty. The sample surveyed includes faculty in all rank and administrators at the state colleges, community colleges and the University of Maryland. Several significant results of the survey are: (1) Only 38% of the respondents belonged to a national association, which indicates that there is far less membership involvement in professional associations than had previously been assumed. (2) The prime area of interest in priority ranking is the need for professional negotiations services followed by climate of learning and student personnel programs as well as curriculum and course improvement programs. There was very low interest shown in programs dealing with the organization and administration of higher education and in research services. (3) The key issues in professional negotiations are: tenure policies and procedures, promotion policies, student/faculty ratio policies, faculty participation in college governance, availability of fringe benefits, and faculty participation in curriculum development. (HS)

**ED 067 037** HE 003 343  
Finley, Donald J.

Financing Virginia's Colleges. Current Operating Income and Expenditures/ 1970-71. State-Controlled Colleges and Universities.

Virginia State Council of Higher Education, Richmond.

Pub Date Jun 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Economics, \*Educational Finance, Financial Support, \*Higher Education, \*State Aid, \*State Colleges

This document presents the 1970-71 data on the current operating income and expenditures of the state controlled colleges and universities in the state of Virginia. The report presents two basic approaches to analyzing the financial data. One provides the percentage relationship of each function to total educational and general income or expenditures; and the second shows the amount of income or expenditures per full-time-equivalent student for each function. The percentage analyses reflect the relative degree of support for a function compared to the support given other educational and general functions. Data indicating the income or expenditure per full-time-equivalent student can be used as a general basis for comparison of similar institutions. (HS)

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ED 067 038 HE 003 345

**"Conversations": Challenge and Change.**  
American Research Association - Slater School &  
College Services, Philadelphia, Pa.  
Report No.—R-9  
Pub Date 72  
Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activism, College Students, Curriculum Development, \*Educational Change, \*Educational Improvement, \*Higher Education, \*Relevance (Education)

The academic community is recovering from recent shock waves of frequently violent student protest that challenged the traditional authority and even the basic purposes and structure of colleges and universities. The students were demanding reform in curriculum matters as well as in matters of educational administration. In this document a discussion is presented that was held to determine the answers to several questions: (1) To what degree were the student pressures for change justified? (2) What changes were being demanded? and (3) How have traditional relationships within centers of learning been affected? The participants in the discussion were: Dr. Martin J. Meade, Dean of Students and Associate Professor of Psychology at Ottawa University in Kansas; Harvey T. Stephens, Executive Vice President, ARA Services, Inc.; Dr. John R. Coleman, President of Haverford College, Haverford, Pennsylvania; Dr. Martha Peterson, President of Barnard College of Columbia University, New York; Dr. Fritz Machlup, Professor of Economics at New York University; and Peter P. Muirhead, Deputy U.S. Commissioner of Education. (HS)

ED 067 039 HE 003 346

Rudd, Jean, Ed. Schmerl, Rudolf B., Ed.  
**Proposal Planning and Development.**  
Cooperative Coll. Development Program, New York, N. Y.  
Pub Date [72]

Note—61p.; Papers from a Cooperative College Development Program Seminar for fund-raisers and administrators in higher education

Available from—Cooperative College Development Program, Phelps-Stokes Fund, 22 East 54th Street, New York, New York 10022 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Administration, \*Educational Finance, Educational Improvement, \*Federal Aid, \*Financial Support, \*Higher Education

This publication deals with various issues and problems confronting college administrators—specifically, development officers, presidents, planners, and executives. It is especially concerned with institutions whose resources are limited, whose experiences have been constricted by historical and political circumstances, but who are nevertheless being called upon to exert themselves in new and different tasks, both in broadening educational opportunities throughout the country and in giving such opportunities new dimensions. The document presents 7 papers, most of which were presented at a Cooperative College Development Program conference in 1970. They include topics such as: (1) problems facing American society, the necessity for higher education to adapt to the present and future, and education's role in meeting social needs; (2) proposal development in the academic setting; (3) the various sources of private financial support and how to locate and cultivate them; (4) how to consider fund-raising goals and prospective donors realistically, with special reference to black colleges; (5) how to get federal financial aid; (6) operating a development office to enlarge opportunities and improve chances for successful government applications; and (7) what to include in writing successful proposals for federal money. (HS)

ED 067 040 HE 003 347

Doenges, Byron F., Ed.  
**Accountability.**  
Pub Date 72

Note—200p.; Proceedings of the Annual Pacific Northwest Conference on Higher Education (33rd, Salem, Oregon, July 21-23, 1971)

Available from—Oregon State University Press, P.O. Box 689, Corvallis, Oregon 97330 (\$3.00)  
Document Not Available from EDRS.

Descriptors—\*Administrator Responsibility, \*Cost Effectiveness, \*Educational Accountability, \*Higher Education, School Responsibility, Social Responsibility, \*Teacher Responsibility

This document comprises 16 papers that were presented at the Pacific Northwest Conference on Higher Education in the fall of 1970. The primary focus of the conference was on accountability in all areas of higher education, from administration to student achievement. The papers are organized into four major categories. Beginning with (1) expectations as enunciated by representatives of the public, the legislature, the boards of trustees, and the parents; (2) aspirations of college faculty and administrators for the success of their contributions; (3) evaluation of the results of those contributions in meeting those expectations; and (4) accounting for resources expended. Management and information systems for more careful planning have been developed so that college and university administrators might report to those who financially support their efforts to indicate to them that they are doing everything possible to cut costs and effectively utilize resources. (HS)

ED 067 041 HE 003 348

**Establishment of an International University: Report of the United Nations Panel of Experts and the Director-General's Proposals in This Connection.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—R-89-EX-10

Pub Date 26 May 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cross Cultural Training, \*Higher Education, \*Intercultural Programs, \*International Education, \*Universal Education

This document contains the report and recommendations of the United Nations Panel of Experts on the Establishment of an International University. The panel feels that such a university would be highly beneficial to all nations. The first function of an International University would be to concern itself with problems such as those of coexistence between differing cultures, tongues, and social systems, of peaceful relations between countries and the preservation of peace and security, of economic and social change and development, of environment and proper use of resources, and of the application of the results of science and technology in the interests of development. Another important function of the university would be to assure the contact of scientists from countries at different stages of development, to permit all concerned to study the existing problems of certain disciplines and to generally enrich their knowledge. Other points, such as the organization and financing of the university, are included in the report. (HS)

ED 067 042 HE 003 349

**Report of the Programme and External Relations Commission. Part II.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—89-EX-24

Pub Date 26 Jun 72

Note—37p.; Eighty-ninth Session, Executive Board, United Nations Educational, Scientific and Cultural Organization

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cross Cultural Training, Foreign Relations, \*Higher Education, \*Intercultural Programs, \*International Education, International Organizations, \*Universal Education

This document presents a summary of the activities of the Program and External Relations Commission of the United Nations in one session. The topics considered by the Commission in this paper include: (1) the possibility of the establishment of an International University; (2) possible international regulation on education for international understanding, cooperation, and peace; (3) possibilities of setting up a voluntary fund for the promotion of research and of the application of modern technology to education in developing countries; (4) possible international regulation on the status of scientific research workers; and (5) possible revision of the recommendation concerning technical and vocational education. (HS)

ED 067 043 HE 003 350

**Higher Education Personnel Training Programs 1972-1973.**

Office of Education (DHEW), Washington, D. C.

Bureau of Higher Education.

Report No.—DHEW-OE-72-108

Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Personnel, Administrator Education, Educational Administration, \*Higher Education, \*Institutes (Training Programs), \*Professional Continuing Education, \*Professors, Teacher Educator Education

The objective of the Higher Education Personnel Training Programs is to assist colleges and universities in meeting critical shortages of highly qualified personnel who are serving or are preparing to serve as teachers, administrators, or educational specialists in institutions of higher education. The training programs listed in this booklet are institutes and short-term training programs that will take place during the spring and summer of 1972 and academic year 1972-73. The 96 programs cost a total of \$4,725,000 and will provide training for approximately 7,000 higher education personnel in a variety of professional and academic fields. (Author/HS)

ED 067 044 HE 003 351

Sims, O. Sutherland, Jr., Ed.

**The Challenge of New Directions in Campus Law Enforcement.**

Georgia Univ., Athens. Georgia Center for Continuing Education; Georgia Univ., Athens. Inst. of Government.

Pub Date 72

Note—74p.

Available from—Editorial Services, Center for Continuing Education, University of Georgia, Athens, Georgia 30601 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activism, Colleges, \*Educational Administration, \*Higher Education, \*Law Enforcement, \*Police, Universities

This document presents the proceedings of a workshop held to discuss and determine some new directions for campus law enforcement. The need for new directions in campus law enforcement is presented from the point of view of the chief administrator, the chief campus law enforcement officer, the student personnel administrator, and the student leader. Other papers presented include: The Establishment of a Philosophy of Law Enforcement in the Academic Community; Student Development and Campus Law Enforcement; Roles and Goals; Internal or External Governance: A Challenge to Administrators; Factors to be Considered in the Implementation of a Viable Campus Law Enforcement Program; Student Judicial Systems for the Seventies; and a Proposed Model of Legislative Powers for Campus Law Enforcement. (HS)

ED 067 045 HE 003 354

North, Joan D., Comp.

**Collective Bargaining in Higher Education. Bibliography Number 2.**

Alabama Univ., University. Manpower and Industrial Relations Inst.

Pub Date Aug 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, \*Collective Bargaining, Collective Negotiation, \*College Faculty, \*Higher Education, Professors, \*Teacher Welfare, \*Unions

This document presents a bibliography on the status of collective bargaining in higher education, with specific focus on the literature related to the problems of employee organization and collective bargaining. Given particular emphasis are analyses of the activities of university faculty members rather than those of nonacademic personnel. The bibliography has been categorized into the following areas: (1) Collective Bargaining in Higher Education-General; (2) University Governance; (3) Faculty Collective Bargaining Organizations; (4) Case Studies; and (5) The National Labor Relations Board and Higher Education. (HS)

ED 067 046 HE 003 355

Schell, Robert E.

**Species of Entering Freshmen: A Typological Study of an Entering Class. Student Orientation Survey III.**

State Univ. of New York, Oswego. Coll. at Oswego.

Pub Date 8 Aug 72

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—\*College Freshmen, \*Higher Education, \*Orientation, \*School Orientation, \*Student Characteristics, Student Needs, Student Personnel Services, Student Welfare

Since new student orientation programs are planned to help the college assimilate large numbers of incoming students into its community with a minimum of agitation and to help the student to effectively adapt to unfamiliar surroundings quickly and effectively, orientation planners must clearly understand the manner in which students interact with the college. This study was designed to facilitate this understanding by describing the educationally related value structures of incoming students, comparing the structure of incoming freshmen with that of upperclassmen, and using the structure obtained to isolate clusters of incoming students with similar value structures. The results of this project suggested that (a) the value structures of the typical entering freshmen and the typical upperclassmen are practically identical, and (b) 5 cohesive types of freshmen exist: progressive pessimists, progressive optimists, traditional optimists, idealistic resistors, and traditional isolates. The implications of these findings for orientation planners are discussed. (Author)

**ED 067 047** HE 003 356  
**Survey and Interpretation of Questionnaire Data Regarding Measuring the Output of Universities.**

Florida Univ., Gainesville.

Pub Date 72

Note—28p.

Available from—K. J. Shapiro, P.O. Box 12072, University Station, Gainesville, Florida 32601 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Administration, \*Educational Research, \*Evaluation Techniques, \*Higher Education, Information Processing, Input Output, \*Input Output Analysis, Input Output Devices, Institutional Research

In the survey entitled "Measuring Output of Institutions of Higher Learning," survey participants were requested to respond to 9 questions concerning the process of measuring the educational and research output of college and universities. The first 5 questions sought to ascertain which of the currently available measures of output are utilized by the individual institutions surveyed and for what purposes they are presently employed. The last 4 questions sought information concerning prevailing attitudes and opinions related to the desirability and feasibility of developing an objective, standardized measure of the output of universities. Comments concerning each question were solicited from participants and this analysis includes the more informative and representative responses received. (Author/HS)

**ED 067 048** HE 003 357  
**Ring of Iron. A Study of Engineering Education in Ontario.**

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Dec 70

Note—170p.

Available from—University of Toronto Bookstore, Toronto 181, Canada (\$2.45)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Development, \*Educational Planning, \*Engineering, Engineering Education, \*Higher Education, \*International Education

At the present time, nine of the fourteen provincially-assisted universities in Ontario, Canada offer programs leading to degrees in the field of engineering, and two others offer 2-year curricula in the field. This document presents a study of engineering education in Ontario, covering both the undergraduate and graduate fields, and examining student flows, curricula, research, staff, facilities and costs with a perspective developed from an analysis of the career patterns of engineering graduates. The present report of the study is designed to be a tentative master plan that might be used as a guide for rational growth of engineering education during the coming decade. It endeavors to provide for the highest quality, the best use of resources, an opportunity for innovation, and maximum freedom of choice for students in engineering. (HS)

**ED 067 049** HE 003 358  
**Accredited Postsecondary Institutions and Programs Including Institutions Holding Preaccredited Status as of January 15, 1970.**

Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.

Report No.—OE-50066

Pub Date 71

Note—146p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Accreditation (Institutions), \*Colleges, \*Higher Education, \*Professional Education, \*Universities

This publication presents a listing of all accredited colleges and universities in the United States by state; all professional, technical, occupational, and specialized schools or departments accredited by nationally recognized agencies; and institutions or programs having preaccredited status with agencies recognized by the U.S. Commissioner of Education for the purpose of establishing satisfactory assurance of accreditation. Its purpose is to provide information to officers of postsecondary educational institutions and guidance counselors and students at the secondary and postsecondary level. (HS)

**ED 067 050** HE 003 360  
**University System of Georgia Annual Report 1970-71.**

University System of Georgia, Atlanta.

Pub Date [71]

Note—50p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Faculty, Curriculum Development, \*Educational Research, Enrollment, \*Higher Education, \*Institutional Research, \*Statewide Planning

This document presents information pertaining to the 16 universities and senior colleges and the 11 junior colleges with the Georgia University System during the 1970-71 academic year. More specifically, the report includes information concerning enrollment, graduates, research, faculties, libraries, changes in academic units, construction, and finance at the 27 institutions. (HS)

**ED 067 051** HE 003 361  
**An Annotated Interoffice Bibliography on Graduate Education.**

Illinois Univ., Champaign. National Board on Graduate Education.

Pub Date 3 May 72

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annotated Bibliographies, \*Bibliographies, Curriculum Development, Educational Finance, \*Educational Research, \*Graduate Students, \*Graduate Study, \*Higher Education, Research

This annotated bibliography is a compilation of books, articles, reviews, and other published and unpublished materials dealing with graduate education. The documents are divided into seven major categories: (1) history and development; (2) students; (3) structure and functions; (4) instruction and research; (5) manpower; (6) costs and financing; and (7) recommendations. (HS)

**ED 067 052** HE 003 362  
**Haldeman, William K. Voluntary Cooperation for Effective Resource Allocation in Higher Education.**

California Univ., Irvine.

Pub Date [72]

Note—41p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Consortia, Cooperative Planning, \*Cooperative Programs, Educational Administration, \*Educational Coordination, \*Higher Education, \*Interinstitutional Cooperation, Shared Services

Interinstitutional cooperation ranks among the most vigorous movements in American higher education, and the consortium has been promoted as a means for improving the marginal existence of colleges and for better utilizing the resources of larger institutions. This paper sets the stage for examining the effectiveness of voluntary interinstitutional cooperation first by discussing the domain of institutional relationships and relating the consortium to this larger framework; second, by pointing to some key issues that are raised when the question of interin-

stitutional cooperation is viewed in the light of 6 functions of higher education; third, by listing 9 purposes that colleges and universities give for joining resources in some common program; and fourth, by examining a select group of outputs that might be usefully employed to evaluate the effectiveness of cooperative efforts. (Author/HS)

**ED 067 053** HE 003 367  
**Quatroche, Thomas J. Differences in Perceived Institutional Functioning and Responsiveness to Change As Related to Types of Students in Selected Four-Year Colleges.**

State Univ. of New York, Buffalo. Coll. at Buffalo.

Pub Date [72]

Note—48p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Activism, Educational Administration, \*Educational Change, \*Educational Improvement, \*Higher Education, Student Behavior, \*Student Opinion

Student pressures for institutional change have become a major influence in American higher education and if colleges are to provide educational experiences appropriate to the particular students they attract, knowledge about the varieties of orientation and inclination of their students is important. The focus of this study was on the small college and the purpose was to identify, within the institutions of higher education investigated, the perceptions and attitudes of different types of students toward institutional functioning and institutional response to change. The study also sought to identify those factors that influence the kinds and degrees of student pressures for change, and the variation of institutional response to such pressures for change in 3 specific areas of student concern most distinguishable on campuses today. These areas are changes in curriculum, governance, and student life. The Clark-Trow Typology of College Student Subcultures and the Peterson Student Typology of College Students were the means used in the investigative process. The results are presented in both discussion and tabular format. (HS)

**ED 067 054** HE 003 370  
**External Degree Project. Summaries of Areas of Competency in Business Administration.**

Syracuse Univ., N. Y. School of Management.

Pub Date Jan 72

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement, Achievement Rating, \*Business Administration, \*Higher Education, \*Management Development, \*Performance Criteria, Performance Factors, \*Professional Training

The School of Management at Syracuse University recently undertook the task of classifying the kinds of competency one should demonstrate in order to function effectively in positions within the field of Business Administration. The study is aimed at identifying the mix of technical skills, general ability, and background knowledge that fits recognized career patterns in modern business, and listing them in organized fashion. In addition, techniques, technology, and teaching approach are cited that are felt to be effective in communicating the appropriate core knowledge for individual areas of competency. Each of the 10 areas of competency is discussed individually. They are: financial information systems; environmental studies; logistics; quantitative analysis; accounting; finance; marketing; operations management; personnel and industrial relations; and advanced quantitative analysis. (HS)

**ED 067 055** HE 003 371  
**The External Degree Project.**

Syracuse Univ., N. Y. School of Management.

Pub Date [72]

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bachelors Degrees, College Programs, \*Degree Requirements, Degrees (Titles), \*Equivalency Tests, \*Higher Education, \*Special Degree Programs, \*Student Certification

An external degree is one granted on the basis of academic work undertaken through independent and flexible study and pursued in whole or in part outside of the framework of existing college and university courses. A person's qualifications for an external degree are measured not by

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a list of accumulated formal courses taken and passed, but by an individual's performance on standardized college level examinations. This document presents an accumulation of data that were collected in the process of creating an external baccalaureate degree program in business administration for a 5-county area in upstate New York. Included are significant materials concerning what is currently being done with external degree programs in New York and other states; testing and evaluation programs such as the College Proficiency Program and the College Level Examination Program; and documents concerned with the necessary ingredients of an external degree program. (HS)

**ED 067 056** HE 003 372

Saunders, Charles B., Jr.  
**The Changing Federal Role in Higher Education.**  
Pub Date 11 Jul 72

Note—17p.; Speech presented at the Annual Convention of the National Association of College and University Business Officers, Denver, July 11, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Finance, \*Educational Improvement, Educational Opportunities, \*Federal Aid, \*Federal Legislation, \*Financial Support, \*Higher Education

The recently passed Education Amendments of 1972 authorize large amounts of money to support projects designed by educational institutions themselves for the following purposes: (1) encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all; (2) the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experimental learning; (3) the establishment of institutions and programs based on the technology of communications; (4) the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes; (5) the design and introduction of cost-effective methods of instruction and operation; (6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering institutions and pursuing programs of study tailored to individual needs; (7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and (8) the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto. (Author/HS)

**ED 067 057** HE 003 374

Brumberg, Stephan F.  
**ICED Data Bank on International Programs of Higher Educational Institutions.**

International Council for Educational Development, New York, N.Y.

Spons. Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-0-7723

Pub Date May 72

Contract—OEC-0-70-4548(823)

Note—62p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Oriented Programs, \*Computer Storage Devices, \*Higher Education, \*Information Systems, \*International Education, Student Exchange Programs, \*Study Abroad

The Data Bank is an on-going information system that collects and stores data on international programs conducted by U.S. accredited 4-year colleges and universities. Information collected is coded and stored on punch cards and processed by computer. Each program is coded in 2 ways. Data cards are prepared that contain quantitative information concerning each program (type of program, source of funding, foreign area of focus, number of people involved yearly, etc.), as well as several characteristics of the U.S. university administering the program. The second coding method consists of condensing information about each international program into a verbal description that is punched on cards. Such paragraph descriptions, when stored on punch cards, enable the Data Bank to produce selected program inventories in terms of variables such as program type, subject matter, foreign area focus, U.S. sponsoring institution, funding source, and so forth. (Author/HS)

**ED 067 058**

Onushkin, Victor G., Ed.

**Planning the Development of Universities -- I.**  
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 71

Note—325p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, 75 Paris-7e France (\$7.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Educational Administration, \*Educational Development, Educational Improvement, \*Educational Planning, \*Higher Education, \*International Education, Management

This document presents a summary of an international seminar held in 1969 on planning the development of universities. Two case studies of problems in Leningrad State University and the University of Sussex were the basis for the seminar. Discussions at the seminar can be categorized into six major areas: (1) higher education and economic and social development; (2) some aspects of teaching staff formation and the student body; (3) teaching and research programs; (4) innovation; (5) some problems of university planning and management; and (6) university information systems for planning. In addition, case studies are presented along with a discussion that can be classified into three areas: (1) teaching activity of the university and tendencies in its development; (2) scientific activity in the university and trends in its development; and (3) other aspects such as administration, publications, and libraries. (HS)

**ED 067 059**

Mortimer, Kenneth P. Lozier, G. Gregory  
**Collective Bargaining: Implications for Governance.**

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Report No—CSHE-R-17

Pub Date Jun 72

Note—69p.

Available from—Center for the Study of Higher Education, 101 Rackley Bldg., The Pennsylvania State University, University Park, Pennsylvania 16802

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activism, \*Collective Bargaining, Collective Negotiation, \*College Faculty, Educational Administration, \*Governance, \*Higher Education, Policy Formation, Professors, Teacher Administrator Relationship, \*Teacher Welfare

The recent advance of collective bargaining into higher education is such that many colleges and universities may anticipate several changes of potentially major proportions in their decision-making patterns. One feature of collective bargaining is the discontent on the part of many faculties to rely on informal or noncodified procedures in matters relevant to the terms and conditions of their employment and to the provisions for faculty participation in institutional decisionmaking. As a result, collective bargaining portends to interject major changes in faculty-administration relations in higher education. The major thrust of this paper is an analysis of some of the implications that collective bargaining has or is likely to have on traditional modes of academic governance. The authors review the governance-related provisions in 31 collective bargaining contracts, and an exhaustive search of the literature has provided an extensive bibliography on the topic of collective bargaining in higher education. (Author/HS)

**ED 067 060**

**Perspectives for the University of Connecticut. A White Paper on Planning.**

Connecticut Univ., Storrs.

Pub Date May 72

Note—48p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activism, Educational Administration, \*Educational Change, Educational Development, \*Educational Improvement, \*Educational Innovation, Educational Philosophy, \*Educational Planning, \*Higher Education, Planning

In answer to the demands from all sides for change in higher education, a study group was formed at the University of Connecticut to deter-

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mine the direction that institution will take to meet present demands and future needs. In doing so, the committee concerned itself with certain issues that constitute the background of any planning effort. These are: (1) the fundamental forces at play in determining the future of mankind and of the society within which the American universities operate; (2) the specific responsibilities of a big state university in the rapidly changing milieu that surrounds it; (3) the present image of the University of Connecticut in relation to these first two issues; and (4) possible mechanisms aimed at defining the options open to the University of Connecticut in the coming decade. The major recommendation of the study group is that the University, throughout its implementation of new developments, continuously evaluate new and existing programs to assure that the goals of the institution as a whole are being met. (HS)

**ED 067 061**

Jameson, Barbara B. And Others

**Research Report of Communications: Conceptualization and Preliminary Findings. Phase II.**  
Pittsburgh Univ., Pa. University Urban Interface Program.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date Jun 71

Grant—OEG-2-9-480725-1027

Note—216p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Community Action, \*Educational Administration, Educational Philosophy, \*Educational Responsibility, \*Higher Education, \*Public Opinion, \*School Community Relationship

The goal of the communications project is to explore systematically the perceptions of the University of Pittsburgh held by a variety of relevant publics, to analyze the discrepancies between each of those perceptions and what a university really is and can do, and then to communicate to each of those publics a more realistic and accurate impression. Students and alumni both feel the University's major responsibility is to teaching rather than to research, but there is disagreement concerning a third role: that of becoming more involved in the alleviation of urban problems. Although a high percentage of students favor active community involvement, the alumni show some hesitation in having the University take on more responsibility. Thus, at this point, the data suggests a lack of basic consensus concerning further University involvement in community problems. (Author/HS)

**ED 067 062**

Marshall, Stanley

**Meeting The Challenge.**

Association of Coll. and Univ. Housing Officers, Columbia, Mo.

Pub Date 2 Aug 72

Note—17p.; Speech presented at the Annual Convention of the Association of College and University Housing Officers in Hollywood, Florida, on August 2, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Housing, College Students, \*Dormitories, \*Higher Education, \*Housing Needs, Student Welfare

A student's residence can make a significant contribution to his academic, social, and economic welfare. University administrators and housing officials have been challenged by students to provide housing that is responsive to the changing life styles and demands of students. They are meeting this challenge by modifying existing physical facilities and policies, and by constructing new forms of on-campus residence halls. It is vital that university personnel continue to meet the challenge because university housing is beneficial in 4 major ways: (1) it helps facilitate the student's social-educational growth; (2) it is convenient and economical for the student, the university, and the community; (3) a large number of parents and students desire the option of university residence halls; and (4) it provides an opportunity for the development of programs and facilities for student benefit. (Author/HS)

**ED 067 063**

Perleman, Daniel H.

**College and University Governing Boards in the United States.**

Roosevelt Univ., Chicago, Ill.

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Jameson, Barbara B. And Others

**Research Report of Communications: Conceptualization and Preliminary Findings. Phase II.**

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date Jun 71

Grant—OEG-2-9-480725-1027

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HE 003 409

Marshall, Stanley

**Meeting The Challenge.**

Association of Coll. and Univ. Housing Officers, Columbia, Mo.

Pub Date 2 Aug 72

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HE 003 404

Perleman, Daniel H.

**College and University Governing Boards in the United States.**

Roosevelt Univ., Chicago, Ill.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Organization,  
\*Educational Administration, \*Governance,  
\*Governing Boards, \*Higher Education, Policy  
Formation, Trustees

Colleges and universities in the U.S. have historically been controlled by governing boards composed almost entirely of laymen; that is, composed almost entirely of individuals not involved in teaching or research. The purpose of a lay governing board is to represent the public interest, particularly with regard to expenditures. The theory is that since public funds are used to support the institution, either as tax monies or in the form of gifts from the general public, representatives of the public interest should be in a position to control these funds. In addition to representing the public interest, the second historic role of lay governing boards has been to raise funds to support the institution. Thus, another important criteria for board membership has been wealth or the ability to influence wealth. Recently, however, governing boards have been petitioned to broaden and democratize their memberships. College faculty and students feel they should have a voice in the governance of their institution, and in many cases they have been awarded board membership. (HS)

ED 067 064

HE 003 433

University Without Walls: A Proposal for an Experimental Degree Program in Undergraduate Education.

Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.

Pub Date Apr 70

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Bachelors Degrees, Educational Improvement, \*Educational Innovation, \*Experimental Programs, \*External Degree Programs, \*Higher Education, \*Special Degree Programs

This proposal outlines an alternative plan for undergraduate work that can lead to a college degree. The project, called the University Without Walls, is being implemented in a total of 16 institutions in which groups of 75 to 100 students are participants. The project abandons almost all traditional aspects of college education, in that it serves persons of all ages, is operated away from the traditional classroom, has as instructors persons outside of the academic field, emphasizes student self-direction in learning, and aims to produce not finished graduates but life-long learners. Moreover, the program is so organized that it promises in time to reduce the costs of higher education without impairing quality and standards of student undergraduate educational programs. (HS)

ED 067 065

HE 003 434

Cornish, D. J.

Faculty Workloads - A Critical Examination.

Alberta Colleges Commission, Edmonton.

Pub Date Mar 72

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Faculty, \*Higher Education, \*Professors, \*Teacher Welfare, \*Teaching Load

There were 2 major objectives to be achieved in this paper on faculty workload: (1) to provide some overview of actual workload conditions in 2-year colleges in selected areas of North America with specific focus on Alberta, Canada; and (2) to devise a system for analyzing the implementation of faculty load levels through legislation, policy, or guidelines so as to be consistent with the philosophical orientation of the Alberta Colleges Commission. To this end, this document presents (1) a review of the literature pertaining to faculty workload; (2) a review of faculty workload procedures and events in the province of Alberta; and (3) an analysis of alternative sources of authority to determine workloads. (HS)

ED 067 066

HE 003 437

Humphries, Frederick S.

Institutional Methods for Developing Talent in Black College Students: The Thirteen-College Curriculum Program.

Institute for Services to Education, Washington, D.C.

Pub Date [71]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, Curriculum Problems, \*Disadvantaged Youth, Educational Innovation, \*Higher Education, Minority Groups, \*Negro Colleges, Negro Education, \*Negro Students

This report describes the development of the Thirteen-College Curriculum Program that was designed to deal with the special problems of students in predominantly black colleges. The goals of this program are: (1) to produce a learning environment that takes advantage of the nature and background of these black students and that results in lower dropout rates and intellectual achievement levels at least equal to or possibly greater than those gained by students enrolled in traditional classes; (2) to produce the kind of educational leadership that creates within the institution a climate of self-analysis and evaluation that will bring about meaningful academic change; and (3) to develop teachers' attitudes so that curriculum changes will be made and sustained. (Author/CS)

ED 067 067

HE 003 438

Blake, Elias, Jr.

Graduating Seniors Look Back at Their Freshman Year in College.

Institute for Services to Education, Washington, D.C.

Spons Agency—Division of Higher Education Research, NCERD.

Pub Date Apr 72

Contract—OEC-0-8-070867

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, \*Curriculum Evaluation, \*Higher Education, \*Minority Groups, Negro Colleges, \*Negro Education, Negro Students, \*Relevance (Education), Statistical Data

The data in this report came from a questionnaire administered to 2,448 graduating seniors at 13 predominantly black colleges. The basic goal was to determine if there were any differences in the perceptions of graduating seniors who had been enrolled in the Thirteen-College Curriculum Program (TCCP) and those who had not. TCCP is a program designed to deal with the particular problems of black students. A detailed questionnaire called for the following types of administration: background-demographic data; post-graduate plans and aspirations; attitudes toward attending a black college; financial patterns for paying college expenses; perceptions of the impact of the freshman year; perceptions of college classroom environment by year; self-concept ratings; opinions of the organization of higher education with some emphasis on student participation. Results indicate that students enrolled in TCCP were engaged in a unique educational experience that encouraged students from lower-than-normal income levels to continue their educations. (Author/CS)

ED 067 068

HE 003 439

Parmeter, J. Thomas

Thirteen-College Curriculum Program.

Institute for Services to Education, Washington, D.C.

Spons Agency—Division of Higher Education Research, NCERD.

Pub Date [71]

Contract—OEC-0-8-070867

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, \*Higher Education, Minority Groups, \*Negro Colleges, \*Negro Education, \*Negro Students, Statistical Data, Student Characteristics

This monograph includes the initial description of a research and evaluation program that is being conducted in conjunction with a large curriculum and instructional development program involving a number of predominantly black colleges and universities. The program is the Thirteen-College Curriculum Program, which is designed to deal with the problems of black students. In addition to discussing the elements of the research and evaluation program, a summary of the entering characteristics of students enrolled in participating colleges is provided, followed by the complete data organized in tabular form. (Author/CS)

ED 067 069

HE 003 440

Turner, Joseph

Toward More Active Learning.

Institute for Services to Education, Washington, D.C.

Spons Agency—Division of Higher Education Research, NCERD.

Pub Date Feb 72

Contract—OEC-0-8-070867

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, \*Curriculum Evaluation, \*Higher Education, Minority Groups, \*Negro Colleges, \*Negro Education, Negro Students, \*Relevance (Education), Statistical Data

The Thirteen-College Curriculum Program (TCCP) is designed to deal with the special problems of students in predominantly black colleges. This report describes ways in which TCCP students perceive the program to be different from the regular curricular program. 2,447 seniors attending the colleges in question completed the "Senior Questionnaire, 1971" in May 1971. Results of the questionnaire show that the program is achieving its objectives: the students found that learning is more active in TCCP than in the regular program. Students felt that they were encouraged to develop their own opinions and that work in which they participated was relevant to their own situations as members of the black minority. (Author/CS)

ED 067 070

HE 003 452

Morgan, George A.

Course Projections and Staffing Needs for the New Hiram College Curriculum.

Hiram Coll., Ohio.

Pub Date Jun 71

Note—16p.; Paper based on presentation to a Hiram College Conference of faculty and staff, September 18-19, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Credits, \*College Curriculum, College Freshmen, \*Curriculum Development, Degree Requirements, \*Educational Improvement, \*Educational Innovation, \*Higher Education

In the fall of 1969, Hiram College launched a new curriculum. All the traditional discipline-oriented graduation requirements were eliminated in favor of several types of interdisciplinary programs and more student electives. The focus of the Hiram curriculum is on the freshman year. As a result of these changes, a task force was appointed to answer 4 questions: how are the new programs going to be staffed; how will they affect departmental offerings and major programs; how will they affect teaching loads; what extra costs will be accrued. (Author/CS) J30JC

ED 067 071

JC 720 202

Schaumburg, Gary F.

An Evaluation of a Multi-Level Placement Program Concerning English Fundamentals and Writing Skills.

Cerritos Coll., Norwalk, Calif.

Pub Date Aug 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), \*Composition Skills (Literary), English Curriculum, \*English Education, \*English Programs, Grammar, \*Junior Colleges, \*Writing Skills

This study provides an evaluation of a program for teaching English Fundamentals and Writing Skills at Cerritos College (California). The new program divided the old English grammar and composition course into two ability-grouped sections: one dealing with sentences, and the other with paragraphs. Students started at their ability level and moved forward sequentially. Samples of 417 students each from the old and new courses were compared concerning: (1) retention; (2) eligibility to advance to the next level English composition; and (3) subsequent enrollment in other English courses. Some findings were: (1) retention in English composition courses did not increase with the initiation of the new program; (2) there was no difference between old and new programs in the percentage of students passing another English composition course; and (3) there appeared to be no significant difference between old and new programs in the percentage of students who enrolled in another English course. (RN)

ED 067 072

JC 720 203

Thiemann, Francis C., Ed.

Environments and Paradigms: Factors Affecting the Establishment of a Canadian Association of Community Colleges and Patterns of Resolution.



Alberta Univ., Edmonton. Dept. of Educational Administration; Canadian Commission for the Community Coll., Toronto (Ontario).

Pub Date 71

Note—189p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Foreign Countries, \*Junior Colleges, \*National Organizations, \*Organizations (Groups), \*Professional Associations, Surveys Identifiers—\*Canada

This study explores the factors affecting the establishment of a national association of junior colleges in Canada, and also presents organizational models for such an association. Topics dealt with are the beginnings of the Canadian community college movement, the present state of its development in the provinces, and the establishment of the machinery for the Canadian Commission for the Community College. A national survey of administrators, faculty, and students was undertaken to determine: (1) the needs of a national association; (2) who should be served; (3) the goals and objectives; (4) the services to be provided; and (5) future problems. The three highest ranking objectives were: (1) to act as a national clearinghouse for information; (2) to develop national standards; and (3) to provide an avenue for federal interprovincial, institutional and community communication. On the basis of what the sample population identified as the nature and purpose of the association, three models for organization were developed and evaluated. It is hoped that the new association will represent all groups: students, faculty, administrators, trustees, and communities. (RN)

ED 067 073 JC 720 204

Baker, George A. Brownell, Richard L.

Participative Goal-Setting: A Synthesis of Individual and Institutional Purpose.

Pub Date May 72

Note—23p.; Paper presented at the 1972 Annual Forum of the Association for Institutional Research, Miami, Florida, May 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, Community Involvement, \*Cooperative Planning, \*Educational Objectives, Educational Planning, \*Institutional Role, \*Junior Colleges, Leader Participation, Planning Meetings, \*Policy Formation, Student Participation, Teacher Participation

"Goal-Setting for Organizational Accountability: A Leadership Strategy" (GOALS) is a program designed by the National Laboratory for Higher Education to provide a realistic strategy for integrating the people and purpose of 2-year colleges. The development of the GOALS product is accomplished in two steps: (1) identifying and classifying appropriate goals statements and (2) devising a strategy to achieve goal consensus and set goal priorities. Three types of goals identified were: (1) overall purpose goals, gleaned from publicly stated roles and college philosophies; (2) instructional goals which define desired college outputs; and (3) management support goals, which are statements of desired administrative ends. The strategy used to achieve consensus involves participation of a representative sampling of the entire college community. Participants in a workshop rank order goals in three stages: the first and last stages using individual judgments, and the middle stage requiring consensus by heterogeneous teams (students, teachers, administrators, and citizens). The program, which has been tested in several community college environments, allows for a realistic examination of goals, utilizing both participation and consensus. (RN)

ED 067 074 JC 720 206

Purdy, Leslie, Comp.

Instructional Objectives for a Junior College Course in Basic Physical Science.

Pub Date 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Astronomy, \*Behavioral Objectives, \*Chemistry, Course Objectives, Geology, \*Junior Colleges, \*Physical Sciences, \*Physics

These instructional objectives, written by Ronald Gibson have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as

models for assisting instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 688 (Chemistry [first semester]); ED 033 696 (Geology); and ED 033 710 (Physics [first semester]). (MB)

ED 067 075 JC 720 207

Purdy, Leslie, Comp.

Instructional Objectives for a Junior College Course in Freshman English.

Pub Date 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Objectives, \*Composition (Literary), Course Objectives, \*English, English Instruction, \*Grammar, \*Junior Colleges

These instructional objectives, written by Thomas Gripp and Anna Marie Thames have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 693 (English [subject A]); ED 033 694 (English Composition); ED 049 747 (English Composition); and ED 049 749 (Grammar and Composition). (MB)

ED 067 076 JC 720 208

Purdy, Leslie, Comp.

Instructional Objectives for a Junior College Course in Human Anatomy-Physiology.

Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Anatomy, \*Behavioral Objectives, \*Course Objectives, \*Junior Colleges, \*Physiology

These instructional objectives, written by Norman E. Rich, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 711 (Physiology [first semester]); and ED 049 753 (Introduction to Physiology). (MB)

ED 067 077 JC 720 209

Purdy, Leslie, Comp.

Instructional Objectives for a Junior College Course in Intermediate Algebra.

Pub Date 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Algebra, \*Behavioral Objectives, Course Objectives, \*Junior Colleges, \*Mathematics, \*Mathematics Instruction

These instructional objectives, written by Harvey Reynolds, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 683 (College Algebra); and ED 049 751 (Intermediate Algebra). (MB)

ED 067 078 JC 720 210

Purdy, Leslie, Comp.

Instructional Objectives for a Junior College Course in Introduction to Biology.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Objectives, \*Biological Sciences, \*Biology, \*Biology Instruction, Course Objectives, \*Junior Colleges

These instructional objectives, written by William Stanley and Norman Rich, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting

instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 686 (Biology [first semester]); and ED 049 748 (General Biology). (MB)

ED 067 079 JC 720 211

Purdy, Leslie, Comp.

Instructional Objectives for Junior College Courses in Journalism: Newswriting and Reporting; and Advanced Newswriting.

Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Objectives, \*Course Objectives, \*Journalism, \*Junior Colleges, \*Writing

These instructional objectives have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in a related course see: ED 033 706 (Journalism). (MB)

ED 067 080 JC 720 212

Purdy, Leslie, Comp.

Instructional Objectives for Junior College Courses in Nursing: Medical Surgical Nursing I; and Obstetrics Nursing.

Pub Date 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Objectives, \*Course Objectives, \*Junior Colleges, \*Medical Education, \*Nursing

These instructional objectives have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in a related course see: JC 720 218 (Principles of Patient Care and Maternity Nursing) below. (MB)

ED 067 081 JC 720 213

Purdy, Leslie, Comp.

Instructional Objectives for a Junior College Course in Physical Geology.

Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Objectives, \*Course Objectives, \*Earth Science, \*Geology, \*Junior Colleges

These instructional objectives, written by Ronald Gibson, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in a related course see: ED 033 696 (Geology). (MB)

ED 067 082 JC 720 214

Purdy, Leslie, Comp.

Instructional Objectives for a Junior College Course in Principles of Accounting.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accounting, \*Behavioral Objectives, \*Business Education, \*Course Objectives, \*Junior Colleges

These instructional objectives, written by Roy A. Schriver, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 680 (Accounting [first semester]); and ED 033 681 (Accounting [second semester]). (MB)

**ED 067 083** JC 720 215*Purdy, Leslie, Comp.***Instructional Objectives for Junior College Courses in Retailing; Salesmanship; Principles of Retailing; and Advertising.**

Pub Date 72

Note—59p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Objectives, Business Education, Course Objectives, \*Junior Colleges, \*Marketing, \*Retailing, \*Salesmanship

These instructional objectives, written by Mildred L. Anderson, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. (MB)

**ED 067 084** JC 720 216*Purdy, Leslie, Comp.***Instructional Objectives for a Junior College Course in Secretarial Procedures.**

Pub Date 72

Note—13p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Objectives, \*Business Education, Business Skills, Course Objectives, \*Junior Colleges, \*Office Practice

These instructional objectives, written by Joyce I. Kupsh, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in a related course see: ED 033 714 (Shorthand). (MB)

**ED 067 085** JC 720 217*Purdy, Leslie, Comp.***Instructional Objectives for Junior College Courses in Theater Arts: Advanced Acting; Oral Interpretation for Actors; and Introduction to Stagecraft.**

Pub Date 72

Note—72p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Acting, \*Behavioral Objectives, Course Objectives, \*Drama, \*Junior Colleges, \*Production Techniques

These instructional objectives, written by Charles Mitchell, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 682 (Beginning Acting); and ED 049 736 (Acting Fundamentals). (MB)

**ED 067 086** JC 720 218*Purdy, Leslie, Comp.***Instructional Objectives for Junior College Courses in Vocational Nursing: Principles of Patient Care; and Maternity Nursing.**

Pub Date 72

Note—81p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Objectives, \*Course Objectives, \*Junior Colleges, \*Medical Education, \*Nursing

These instructional objectives have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in a related course see: JC 720 212 (Medical Surgical Nursing and Obstetrics Nursing) above. (MB)

**ED 067 087** JC 720 219*Thompson, Fred A.***Instructional Objectives for Junior College Courses in Economics: Principles of Macroeconomics and Principles of Microeconomics.**

Pub Date 69

Note—53p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Objectives, \*Course Objectives, \*Economic Education, \*Economics, \*Junior Colleges, Social Studies

These sets of behavioral objectives for junior college economics courses were written to serve as a guide to instruction, a student guide to learning, and a basis for evaluation. The objectives are offered as samples that may be used where they correspond to the skills, abilities, and attitudes other instructors want their students to acquire. They may also serve as models for assisting instructors to translate their own courses into specific measurable terms. For other objectives in a related course see: ED 033 691 (Economics [first semester]). (MB)

**ED 067 088** JC 720 220*Cox, Clarice R.***Objectives and Organization of Technical Report Writing for Police.**

Pub Date 71

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Objectives, Course Objectives, \*Junior Colleges, \*Police, \*Technical Writing, \*Writing Skills

Instructional objectives for a junior college course in technical report writing for police science students are presented. The objectives are offered as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. They may also serve as models for assisting instructors to translate their own courses into specific measurable terms. (MB)

**ED 067 089** JC 720 221*Gold, Ben K.***Academic Performance of L.A.C.C. Transfers to UCLA Through the Special Services Program, 1971-72.**

Los Angeles City Coll., Calif.

Report No.—LACC-RS-72-13

Pub Date Oct 72

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Performance, \*Disadvantaged Youth, Federal Programs, Grade Point Average, Institutional Research, \*Junior Colleges, Program Effectiveness, \*Special Services, \*Transfer Students

This study assesses the first year performance of 69 Los Angeles City College (LACC, California) transfer students at UCLA who participated in a federally-funded special services program. The program was designed to assist students, selected on the basis of need and academic potential, who were otherwise ineligible to transfer. Some conclusions derived from analysis and comparisons of academic performance were: (1) relative to their performance at LACC, the 1971-72 special services transfers performed well at UCLA—their grade point differential was less than that of all LACC transfers; (2) first year performance was considerably lower for special services transfers than for all LACC transfers; (3) LACC grade point average is clearly related to UCLA grade point average; and (4) the transfers generally performed well in fine arts courses at UCLA, doing better in courses requiring verbal rather than quantitative skills. (RN)

**ED 067 090** JC 720 222*Gold, Ben K.***The Radiologic Technology Program at L.A.C.C., 1958-1972.**

Los Angeles City Coll., Calif.

Report No.—LACC-RS-72-12

Pub Date Oct 72

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Health Occupations Education, Health Personnel, Institutional Research, \*Junior Colleges, \*Program Effectiveness, \*Program Evaluation, Questionnaires, \*Radiologic Technologists, Technical Education

This study is an assessment of the Radiologic Technology program at Los Angeles City College (LACC, California). Four approaches were used to determine the program's effectiveness: (1) analysis of LACC student performance on the American Registry of Radiological Technologists examination; (2) analysis of follow-up data from questionnaires sent to 203 LACC graduates who received their AA in Radiological Technology between 1959 and 1971; (3) obtaining opinions

of local hospital administrators; and (4) examining records of students failing the registry examination. Some of the findings, which supported the program's apparent effectiveness, were: (1) average performance on the registry exam was about equal to that of all other California programs and better than that for colleges nationwide; (2) students' grade point average at LACC appeared to be a good predictor of their registry examination score; (3) success at anatomy or physiology is related to success in passing the registry exam; (4) graduates were generally pleased with their training at LACC; and (5) local hospital administrators generally regard the LACC program quite highly. It was recommended that more consideration be given to a requirement of satisfactory completion of anatomy and/or physiology. (RN)

**ED 067 091** JC 720 223**Opportunities in Iowa's Area Schools, 1971-1972.** Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Jan 72

Note—74p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Area Vocational Schools, Enrollment Trends, \*Junior Colleges, \*Statewide Planning, \*Vocational Education, \*Vocational Schools

Identifiers—Iowa

This document provides information about Iowa's area schools including the schools' history, current status, enrollment growth, 1971 fall enrollment, major legislation affecting area schools, and an index of career education programs. Also presented are descriptions of each of the 15 area schools in terms of admissions standards, financial aid, costs, and the various types of programs that are offered. (RN)

**ED 067 092** JC 720 224*Calista, Donald J.***A Reassessment of College Students' Instructional Expectations and Evaluations.**

Pub Date 72

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Course Evaluation, \*Evaluation Methods, Evaluation Techniques, \*Expectation, \*Junior Colleges, Learning Processes, Rating Scales, \*Teacher Evaluation

This paper explores two aspects of student evaluations of college teaching: (1) a reformulation of end-of-term ratings, by defining them in relation to initial student expectations; and (2) it presents a research design which studies this reformulation in the natural setting of the classroom. An expectations instrument, using semantic differential scales, was administered at the beginning and end of a semester to 209 social science students at three colleges. Some findings were: (1) there were statistically significant differences between expectations and evaluations, even for those classes where the actual evaluations were quite high; (2) freshmen and sophomores at all three colleges exhibited similar expectations; (3) sophomores, rather than freshmen, consistently revealed higher evaluations; and (4) compared with sophomores, freshmen expectations appeared more in keeping with their evaluations. It was concluded that an end-of-course rating can be a generally reliable indicator of student reaction, but an accurate appraisal of the dynamics of the teaching-learning situation requires input of teacher and student expectations. (RN)

**ED 067 093** JC 720 225*Lauroesch, William And Others***Community College Fiscal Policies: Presidents' Views.**

Pub Date 71

Note—13p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, \*Administrator Attitudes, \*Educational Finance, \*Financial Policy, \*Financial Support, \*Junior Colleges, Surveys

This study explores perceptions of 2-year college presidents regarding both strengths and weaknesses of fiscal policies. Questionnaires sent to a random sample of 350 presidents contained five questions pertaining to most and least effective aspects of their state's fiscal policies and desired changes in state, federal, and community funding policies. Results of the survey indicated

that: (1) fiscal and financial structures under which the community colleges are operating lack necessary flexibility; and (2) the significance of continuing education, community services, and remedial education is denied by fiscal policy. It was concluded that if the community college hopes to fulfill its philosophy of extending the opportunities for higher education to a larger segment of the population, then the appropriate financial resources will have to be made available to facilitate this growth. (RN)

**ED 067 094** 24 JC 720 226

*Rouche, John E. Kirk, R. Wade*

**An Evaluation of Innovative Programs Designed to Increase Persistence and Academic Performance of High Risk Students in Community Colleges. Final Report.**

Spous Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-2-F-066

Pub Date Sep 72

Contract—OEC-6-72-0731(509)

Note—69p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Performance, Compensatory Education, Educational Innovation, \*Educationally Disadvantaged, \*Junior Colleges, Persistence, \*Program Effectiveness, \*Program Evaluation, \*Remedial Programs

This study assesses the effectiveness of innovative programs for high risk students at four community junior colleges with somewhat different approaches to remedial education. Each program is described in terms of organizational structure, subject matter content, instructional strategies, counseling services, philosophy and objectives, grading practices, and student selection criteria. Effectiveness was assessed in terms of student persistence (number of semesters of full-time enrollment) and academic performance (grade point average) for both program and control group students. Both groups of students were stratified according to ACT scores, race-ethnic group, and academic year. General conclusions were: (1) high risk students in special programs tend to persist to a greater degree and achieve academically at a higher level than comparable high risk students in regular programs; (2) there is an indication that each year academic performance and persistence rates of high risk students in special programs are increasing; and (3) minority group students tend to persist and achieve academically to a greater degree than majority group students. (RN)

**ED 067 095** JC 720 228

*Landini, Albert J.*

**An Analytical Model for Extending the Concept of Environmental Cause from a Sample Population to a Universe of Community College Students.**

Pub Date Nov 72

Note—13p.; Paper presented at the 51st Annual Meeting of the California Educational Research Association, San Jose, California, November 8-9, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Census Figures, \*Computer Oriented Programs, Demography, Dropout Prevention, \*Environmental Influences, \*Junior Colleges, Models, Prediction, Predictor Variables, \*Research Methodology

Diminishing financial resources have decreased the availability of individual counseling and instructional services. It therefore becomes more critical to accurately identify those students most likely to need specialized treatment. The model presented here is designed to extend various socio-psychological concepts based on environmental cause from a sample population to a universe of community college students. The sample hypothesis presented was that socio-economic and demographic characteristics associated with the census block in which a student's home address is located would be reflected in his classification score from a test instrument. The steps used in the procedure are described, including data collection and computer use for data manipulation and classification. It was concluded that a universal classification scheme based on cultural variables could provide a means by which community college dropout rates might be reduced. (RN)

**ED 067 096** JC 720 229

*Gold, Ben K.*

**External College Survey.**

Los Angeles City Coll., Calif.

Report No—RS-72-14

Pub Date Oct 72

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Community Education, \*Community Surveys, \*Educational Interest, \*Educational Needs, Educational Planning, \*Junior Colleges

This report presents the results of a community survey which attempted to determine the demand for another college in the Los Angeles Community College District. The function of this "community campus" or "external college" would be to serve members of the community who are not already served by the eight existing colleges. Questionnaires received from 699 community residents showed that: (1) nearly three-fourths indicated that they would be interested in enrolling in a course, with over half indicating interest in pursuing an AA degree through this college; (2) over three-fourths had enrolled in a TV class for credit; and (3) courses for which over half of the total group indicated some or much interest were American literature, anthropology, Spanish, history, philosophy, psychology, sociology, and vocabulary building. In summary: (1) there is a market for the "external college;" (2) the proposed use of cassette-mail mode of instruction would be tried at least on a pilot basis; and (3) traditional liberal arts courses are probably the appropriate ones to offer initially. (RN)

**ED 067 097** JC 720 230

*Nelson, James H.*

**New Challenges in Articulation.**

Pub Date Oct 72

Note—11p.; Speech presented at the 39th Annual Meeting of the Upper Midwest Association of Collegiate Registrars and Admissions Officers, University of North Dakota, Grand Forks, October 23, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Articulation (Program), \*Educational Coordination, \*Interinstitutional Cooperation, \*Junior Colleges, Speeches, State Standards, \*Statewide Planning

This speech reviews past articulation efforts on the national level, comments on present articulation efforts, and looks ahead to new forces which will probably affect articulation. Past and present efforts discussed included the Knoell-Medsker study, which generated articulation guidelines, Kintzer's "Nationwide Pilot Study on Articulation," and Willingham's "The Number 2 Access Problem: Transfer to the Upper Division." To improve articulation, Willingham recommended the creation of statewide monitoring agencies, which would make articulation at the local level even more essential. Forces to compel progress toward better articulation are: (1) concerned legislators; (2) emancipated students; (3) new forms of higher education; (4) an increase in influence and numbers of upper level colleges; (5) more liberal accrediting associations; (6) more state agencies for coordination; and (7) increased interest of senior colleges in junior college transfers. It was concluded that the original goal of articulation, enabling students to move through transfer programs with a minimum loss of time and disruption of study, is of utmost importance. (RN)

**ED 067 098** JC 720 231

*Connor, Aikin And Others*

**Forum I: Information Systems.**

Pub Date 72

Note—33p.; Papers presented at the 52nd Annual Convention of the American Association of Junior Colleges, Dallas, Texas, February 27, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Data Collection, Educational Research, \*Information Needs, Information Sources, \*Information Systems, \*Institutional Research, Institutional Role, \*Junior Colleges, State Agencies, Statewide Planning

This collection of papers is intended to help develop a rationale for the gathering and use of data in 2-year colleges. Problems of data as experienced by a state director, a college administrator, an institutional research office, and a national community junior college information service are discussed. Some conclusions were: (1) state agencies have planning and coordination as their fundamental purpose; (2) to be effective, state agencies need to define what information is needed, and how it can be made available; (3) institutional research is the means to successfully plan community college goals and purposes; (4) a

college cannot afford not to know about its students; (5) an effective information system has potential in terms of making projections and designing models; and (6) to develop self-knowledge, a college should have an information analyst and an ability to listen. (RN)

**ED 067 099** JC 720 232

*Brophy, John W.*

**Multi-Media Instructional Packets.**

Pub Date 72

Note—71p.

Available from—John W. Brophy, c/o Glendale College, Glendale, California 91208 (\$10.00 per subject packet)

**Document Not Available from EDRS.**

Descriptors—\*Audiovisual Aids, \*Business Education, Business Subjects, \*Instructional Media, \*Junior Colleges, Marketing, Merchandising, \*Multimedia Instruction, Retailing, Salesmanship

This is a collection of multi-media packets for each of the following business subjects: (1) Introduction to Business; (2) Principles of Marketing; (3) Principles of Advertising; (4) Principles of Retailing/Merchandising; and (5) Principles of Salesmanship. Each packet includes information regarding: (1) most relevant textbooks; (2) Suggested Applications of the television video tape recorder; (3) student projects designed to stimulate student involvement; (4) suggested guest speaker topics, as well as names of agencies that are possible sources of such resource personnel; (5) film catalogs, with free and low rentals for relevant business topics (film examples provided); (6) catalog listings for audio cassette tapes with discussions of current business topics by business experts and executives (tape examples provided); (7) descriptions of transparency sets with order mailing addresses; and (8) procedures for developing pictorial slide sets. (Author/RN) 130LI

**ED 067 100** LI 002 329

*Nelson, Edward C.*

**Reference Books for a Regional Reference Collection. Revised Edition.**

New York State Education Dept., Albany. Div. of Library Development.

Pub Date 67

Note—280p.; (1350 References)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Bibliographies, Books, \*Library Collections, \*Library Materials, \*Reference Books, Reference Materials, \*Regional Libraries

The special purpose of this list of reference books is to strengthen regional reference library collections. It does not attempt to cover the range of titles required for a research or special library. Reference books for a children's library are not included unless they have a specific use in the adult reference room. This revision of the 1963 edition contains 378 new titles or new editions, most of which bear imprints for the years 1964 through 1966 with partial coverage of 1967. The bibliography is classified according to the Dewey Classification. (Author/NH)

**ED 067 101** LI 003 839

**Report of the Committee on Library Resources.**

London Univ. (England).

Pub Date 71

Note—250p.; (0 References)

Available from—Publications Dept. University of London, The Senate House, Malet Street, WC1E 7HU, London, England

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Archives, \*Financial Policy, Foreign Countries, Graduate Study, Librarians, \*Library Collections, \*Library Services, \*Medical Libraries, Personnel Policy, Resources, Undergraduate Study, \*University Libraries

Identifiers—England, \*Library Resources

The University of London appointed a committee with the charge to investigate the library provisions and conditions within the University in relation to the library resources of the London area in general; to explore the possibilities of increased co-ordination and co-operation between these libraries; and to make recommendations on all aspects of library policy. This report of the committee looks at and makes recommendations for the following: library resources of the University and of the London area in general; provision for undergraduate studies, advanced study and



research; medical libraries; manuscripts and archives; central library services; staffing the Libraries Council; and, finance and accommodation. (Author/SJ)

#### ED 067 102 LI 003 847

##### A Directory of Information Resources in the United States: Biological Sciences.

Library of Congress, Washington, D.C. National Referral Center for Science and Technology. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—582p.:(0 References)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3000-00060) (\$5.00)

##### Document Not Available from EDRS.

Descriptors—\*Biological Sciences, Directories, \*Information Services, \*Information Sources

Contained in this volume is an update and extension of the coverage of the biological sciences directory published in 1965 by the National Referral Center of the Library of Congress. The 2230 entries, organizations with specialized knowledge in the field of biological sciences, are arranged alphabetically. The name, address, telephone number, areas of interest, holdings, publications, and information services are provided for each organization. There is a subject index. (SJ)

#### ED 067 103 LI 003 848

##### PGIS (Project Grant Information System) Taxonomy (Rough Draft).

North American Rockwell Information Systems Co., Arlington, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Sep 71]

Contract—OEC-0-70-1353

Note—254p.:(42 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Automation, Education, \*Grants, Indexing, \*Information Retrieval, \*Information Systems, \*Taxonomy

Identifiers—PGIS, \*Project Grant Information System

The Project Grant Information System (PGIS) is a computerized information indexing and retrieval system which supports the U.S. Office of Education. Its purpose is to provide OE officials with up-to-date information about the Office's discretionary grant programs and projects. The purpose of the Taxonomy is to provide: (1) those individuals who are responsible for inputting data into the information system with the means for categorizing and indexing incoming proposals and contracted projects; and (2) those individuals who are interested in extracting specialized data from the system with the means for obtaining that information. The use of the Taxonomy for "input" purposes is directed toward satisfying the "output" requirement of the users. Thus, the primary function of the PGIS Taxonomy is to provide OE management and other personnel with specialized access to data contained in the system. This report contains: a brief description of development of the Taxonomy; a comprehensive and detailed explanation of the operating procedures which must be utilized by those who wish to retrieve information from the system; a complete list of the more than 1400 terms contained within the Taxonomy; and a set of detailed definitions for all terms. (Author/SJ)

#### ED 067 104 LI 003 849

##### Information Retrieval.

Air Force, Washington, D.C.; National Archives and Records Service (GSA), Washington, D.C. Office of the National Archives.

Report No.—FPMR-101-11.3

Pub Date 72

Note—135p.:(19 References); Third of the series "Managing Information Retrieval"

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Automatic Indexing, \*Coordinate Indexes, Guidelines, Indexing, \*Information Retrieval, \*Information Systems, Management, \*Microforms

It is the purpose of this handbook to provide managers and their assistants with guidelines for determining where new information processing systems (dissemination, storage and retrieval) might profitably be employed in Government offices and with criteria for selecting the right methods and equipment. While the main objec-

tive is to encourage greater use of modern information retrieval techniques, the guidelines should also help prevent the installation of ill-advised or unprofitable systems. For those offices that have already installed modern information retrieval systems, the handbook may prove helpful in analyzing and evaluating existing system performance or in revising an ineffective system. This handbook is intended primarily for the use of management analysts, systems personnel, middle management, and any others who may be directly involved in conducting information retrieval studies or in designing and installing an information retrieval system. (Author/SJ)

#### ED 067 105 LI 003 850

Cleveland, Mary L., Comp.

##### The American Indian: A Selected Bibliography of Distinguished Titles Located in the East Texas State University Library; A Portrayal of the American Indian of the Past and in Contemporary Society.

East Texas State Univ., Commerce. Dept. of Library Science.

Pub Date 72

Note—15p.:(200 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, Bibliographies, University Libraries

American Indians of the past and present are the topic of the 200 item bibliography. The titles listed are holdings of the East Texas State University Library in Commerce, Texas. (SJ)

#### ED 067 106 LI 003 851

Jackson, Clara O.

##### A Bibliography of Afro-American and Other American Minorities Represented in Library and Library-Related Listings.

American Inst. for Marxist Studies, New York, N. Y.

Pub Date 72

Note—51p.:(255 References); Bibliographical Series No.9 (1972); Supplement to Bibliographical Series No. 7 (1970)

Available from—American Institute for Marxist Studies, 20 East 30th Street, New York, N. Y. 10016 (\$1.50)

##### Document Not Available from EDRS.

Descriptors—\*African American Studies, \*American Indians, Annotated Bibliographies, \*Ethnic Groups, Japanese Americans, Jews, \*Library Materials, Mexican Americans, \*Minority Groups, Negroes

The materials listed in this bibliography contain information about every minority group living in the United States. (NH)

#### ED 067 107 LI 003 852

##### The Use of Microfilm in Relation to the Retrospective and Prospective Catalogs of the Research Libraries of the New York Public Library: A Report to the Council on Library Resources (CLR Grant No. 516).

New York Public Library, N.Y. Research Libraries.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Jun 72

Note—39p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Book Catalogs, \*Catalogs, \*Experimental Programs, Library Reference Services, \*Microfilm, \*Public Libraries, \*Research Libraries

Identifiers—\*New York City

With the aid of a grant from the Council on Library Resources, The New York Public Library's Research Libraries conducted an experiment lasting from July 1971 through March 1972. The object of the experiment, which was in three parts or phases, was to determine the acceptability of microfilm as a substitute for the public card catalog, the new book catalog, and the authority file for the new book catalog. Because many of the cards in the heavily-used public catalog are badly deteriorated and in need of replacement, various alternatives, including microfilming and book publication, have been studied. Part I of the experiment was designed to test the feasibility of the first of these alternatives. Parts II and III, involving the use of microfilm as a substitute for the authority file and the new book catalog, as it related to the Processing Division, are reported on by the Chief of that Division. Part III also involved public use of The Research Libraries new book catalog on microfilm. A report on this part forms the final portion of the report. (Author)

#### ED 067 108 LI 003 853

##### Automatic Data Processing Equipment; Report of the Committee on Government Operations on H.R. 4845.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Report No.—HR-802

Pub Date 65

Note—80p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Automation, Computers, \*Data Processing, \*Electronic Data Processing, \*Equipment, \*Federal Government, Federal Legislation, Management

The purpose of this legislation is to establish the authority and provide the operational machinery needed for the effective and efficient management of Automatic Data Processing (ADP) equipment. Following the statement of the purposes of the bill, this report contains: a summary, discussion, the committee amendments, a section by section analysis, and agency reports on the bill. (The 1971 Hearing of the Committee on Government Operations on Automatic Data Processing is available as LI 003 854.) (NH)

#### ED 067 109 LI 003 854

##### Automatic Data Processing; Hearing Before a Subcommittee of the Committee on Government Operations...Ninety-Second Congress, First Session, May 20, 1971.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date 72

Note—286p.:(14 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Automation, Computers, \*Data Processing, \*Electronic Data Processing, \*Equipment, \*Federal Government, Federal Legislation, Management

The purpose of the hearing reported is to obtain testimony from key officials of the executive branch and from representatives of the voluntary computer standards effort, as to the progress that has been made in the implementation of Public Law 89-306. (For the committee report see LI 003 853.) Interest of the hearing is particularly oriented to the problems that have been encountered as this Government-wide coordinated system of management has been under implementation over the period of the past five years. The delineation of these problem areas will allow the subcommittee to do whatever is necessary to assure continued improvement in the management and use of the Government's vast inventory of computers. (Author/NH)

#### ED 067 110 LI 003 855

##### Illinois Library Task Analysis Project Phase II: Project Proposal and Summary of the Discussion and Recommendations of the Review Panel for Phase II (Illinois Library Task Analysis Project Meeting in Chicago, Oct. 21-23, 1971).

Illinois Library Association, Chicago. Ad Hoc Committee on Manpower Training and Utilization.

Pub Date [71]

Note—18p.:(3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Librarians, Libraries, Occupational Information, \*Program Proposals, Research Proposals, \*Task Analysis

Identifiers—SERD Report

Phase I of "A Task Analysis of Library Jobs in the State of Illinois" (ED 040723), the SERD Report (Social, Educational Research and Development, Inc.) is viewed as a working document. The need in Phase II is to relate the data collected to real library situations. One objective of Phase II is to obtain opinions from professional librarians on the applicability of the American Library Association Library Education and Manpower policies based on actual tasks performed in a variety of libraries. A second objective of Phase II is to develop recommendations for materials and programs for use by librarians. Phase III of the project will develop and disseminate such materials and programs. (Related documents are LI 003 856 through LI 003 858.) (SJ)

#### ED 067 111 LI 003 856

Ricking, Myrl

##### Illinois Task Analysis Project: Phase II, A Study. Manpower Resources, Inc., Washington, D. C. Spons Agency—Illinois Library Association, Chicago. Ad Hoc Committee on Manpower Training and Utilization.

Pub Date Sep 71

Note—65p.:(0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administration, \*Job Analysis, \*Librarians, Manpower Development, Occupational Information, \*Public Libraries, \*Task Analysis, Validity  
Identifiers—SERD Report

The primary objective of this study was to test the validity of the American Library Association policy statement on Library Education and Manpower by applying it to the tasks described in Phase I of the Illinois Task Analysis Project. (Available as ED 040 723.) A Model was to be developed in which the tasks would be arranged in accordance with the definitions established in the policy statement, on the basis of the consultant's experience and judgement and bearing in mind the scaling of all appropriate factors by SERD (Social, Educational Research and Development, Inc.). This would be the exact process which would have to be followed by an administrator attempting to apply the new manpower policy in an individual library, and the result, besides serving as a test of the policy's validity, should also serve as a demonstration to administrators of how to make such application to positions in their own libraries. The study was based on public libraries. The list of tasks indicating the sort into categories upon which the report is based is an appendix to the study. (Related documents are LI 003 855, 003 857, and 003 858.) (Author/SJ)

**ED 067 112**

LI 003 857

Wiese, Bernice M.

Proposals for an Organizational Model, Job Descriptions, and Training Programs for the Supporting Staff of School Library Media Systems.

Illinois Library Association, Chicago. Ad Hoc Committee on Manpower Training and Utilization.

Pub Date [71]

Note—137p.;(5 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Instructional Materials Centers, Job Analysis, \*Job Training, \*Library Technicians, Nonprofessional Personnel, \*Occupational Information, \*School Libraries  
Identifiers—SERD Report

The SERD (Social, Educational Research and Development, Inc.) Report, also known as "A Task Analysis of Library Jobs in the State of Illinois" (ED 040723) studies the problem of the proper utilization of library manpower from the viewpoint of the employee. The present report analyzes the data in the SERD Report and prepares proposals for an organizational model, job descriptions, training programs, and instructional materials for the support staff of a school library media center. In the analysis, library manpower was viewed in terms of its relationship to the following factors: community manpower resources, traditional employment requirements, the worker as a person, modernizing organizations, and needs of the future. (Related documents are LI 003 855, 003 856 and 003 858.) (SJ)

**ED 067 113**

LI 003 858

Canelas, Dale Brunelle

Task Analysis of Library Jobs in the State of Illinois: A Working Paper on the Relevance of the Study to Academic Libraries.

Illinois Library Association, Chicago. Ad Hoc Committee on Manpower Training and Utilization.

Pub Date 16 Sep 71

Note—203p.;(5 References)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*College Libraries, Job Analysis, \*Librarians, Manpower Development, \*Occupational Information, \*Task Analysis, \*University Libraries

Identifiers—SERD Report

The findings of "A Task Analysis of Library Jobs in the State of Illinois" (ED 040723), the SERD Report (Social, Educational Research and Development, Inc.), are evaluated and applied to academic libraries in this study. The tasks are grouped by function and by training time order, and then arranged in task clusters by performance level. (Related documents are LI 003 855 through LI 003 857.) (SJ)

**ED 067 114**

LI 003 859

Non-Print Media: Cataloging and Classification in the Lincoln Public Schools. Manual.

Lincoln Public Schools, Nebr.

Pub Date 72

Note—42p.;(0 References); Includes methodological background paper by Gwendoline E. Birky

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Audiovisual Aids, \*Cataloging, \*Classification, Filmstrips, Instructional Materials Centers, \*Library Materials, \*Library Technical Processes, Manuals, Maps, Microforms, Tape Recordings  
Identifiers—\*Nonprint Media

There is very little difference in cataloging and classifying non-print and print media, however non-print requires considerably more time in processing due to the quantity of material and the individual pieces for which labels and identification numbers must be supplied. In general non-print media are entered under title. Exceptions to this practice are: (1) books or excerpts from books are entered under the author's name and (2) musical compositions are entered under the name of the composer. For each type of media all items which are included with the particular media are described. This information may be run in consecutive sequence in the collation or, items which are not usually considered a part of the collation are listed as a note. This manual gives illustrations for cataloging each type of non-print material. A brief (4 page) description of how the cataloging of non-print materials was set up in the Lincoln Public Schools which was written by Gwendoline E. Birky is appended. (Author/NH)

**ED 067 115**

LI 003 860

The University Library in the Seventies, Minutes of the Seventy-Eighth Meeting. (Colorado Springs, Colorado, May 14 - 15, 1971).

Association of Research Libraries, Washington, D.C.

Pub Date 71

Note—122p.;(4 References)

Available from—Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Information Services, Library Associations, \*Library Cooperation, \*Library Planning, Meetings, \*Research Libraries, \*University Libraries

Identifiers—\*Association of Research Libraries

The program portion of this meeting focuses on an environmental approach to research libraries in this decade. The first two speakers are concerned with the immediate surroundings of the university research library. The next two speakers address themselves to the environments outside the university to which the library must relate. The last speaker presents an international view of the meeting's theme. The first day's program concludes with a panel discussion, "Collective Action by Research Libraries: Problems and Potential." The second day of the meeting was composed of concurrent discussion groups. Summaries of four of the five discussions held appear as appendices to these minutes. (Author/NH)

**ED 067 116**

LI 003 861

Debans, Anthony And Others

A Career in Information.

Pittsburgh Univ., Pa. Interdisciplinary Doctoral Program in Information Science.

Pub Date Apr 72

Note—15p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Planning, \*Computer Science, \*Education, \*Information Science, \*Information Scientists, Information Sources, Information Systems, Pamphlets

The best sources of information about educational requirements for careers in information sciences are the institutions that offer training programs in such careers. The American Society for Information Science maintains a file of information on institutions offering training programs in information science. This pamphlet is intended for general use only since the various institutions emphasize different aspects of the field of information in educating their students. Most universities now offering programs in information science provide such training at the graduate level. Several colleges and universities, however, are currently establishing majors in information science and it is expected that an increasing number of universities will offer such undergraduate programs in the near future. Organizations concerned with information science discussed are: American Society for Information Science (ASIS), American Library Association-Information Science and Automation Division

(ALA/ISAD) and Association for Computing Machinery (ACM). (Author/NH)

**ED 067 117**

LI 003 862

Handbook for Member Libraries (Revised September 1972).

Nevada Center for Cooperative Library Services, Carson City. Processing Center.

Pub Date Sep 72

Note—28p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Books, \*Cataloging, \*Cooperative Programs, \*Library Services, \*Library Technical Processes, Manuals  
Identifiers—\*Nevada

The Processing Center is a service which receives book orders from participating member libraries, consolidates them; and then orders, classifies, catalogs, and processes the books; and prepares catalog card sets. The books are sent to the member libraries ready for circulation, except for property stamping, copy or accession number and other special handling deemed necessary by the member library. The Processing Center is the initial phase of the Nevada Center for Cooperative Library Services (NCCLS) organized in accordance with provisions of the Nevada Revised Statutes entitled "Interlocal Cooperation Act". Twenty-two agencies including public libraries, school districts, university libraries, and state level libraries signed the "Agreement" under which the NCCLS was formed in 1967. The purpose of the cooperative is to "provide coordinated library services by and between each member library through the joint use of funds, personnel, equipment, and facilities regarding but not limited to purchasing, cataloging, and processing of library materials." Following the introduction, this handbook discusses the policies and procedures to be used by the member libraries. (Author/NH)

**ED 067 118**

LI 003 863

Ohio College Library Center. Annual Report, 1971/1972.

Ohio Coll. Library Center, Columbus.

Pub Date 72

Note—20p.;(15 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annual Reports, \*College Libraries, \*Library Automation, \*Library Networks, On Line Systems, \*Regional Libraries, Shared Services, Union Catalogs

Identifiers—OCLC, \*Ohio College Library Center

The outstanding accomplishment reported in the fifth annual report of the Ohio College Library Center (OCLC) was the implementation, operation, and enhancement of the on-line union catalog and shared cataloging system. Another important development in the history of the Center was the decision by the Members to extend membership to include non-academic libraries in Ohio. (The previous four annual reports of OCLC are available as ED 059 730.) (Author/NH)

**ED 067 119**

LI 003 864

Information on the MARC System.

Library of Congress, Washington, D. C. MARC Development Office.

Pub Date 72

Note—34p.;(69 References); Second Edition

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Automation, \*Cataloging, \*Computer Programs, \*Information Systems  
Identifiers—\*Machine Readable Cataloging, MARC

This publication contains a brief description of the MARC communications format, a summary of how machine-readable records are created, information about the MARC Distribution Service, and a selected bibliography of publications concerning MARC, written by either Library of Congress staff members or others. In addition, a report on automation in technical processing at the Library, which summarizes the principal activities of the MARC Development Office is included. It is hoped that this publication provides a general background for the reader, who can then seek more detailed information from the professional literature or other sources. (Author)

**ED 067 120**

LI 003 865

Palmer, David C., Ed.

Library Education in New Jersey, Report and Recommendations of a Study.

New Jersey State Library, Trenton.

Spons Agency—New Jersey State Dept. of Education, Trenton.; New Jersey State Dept. of Higher Education, Trenton.

Pub Date Aug 72

Note—48p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Higher Education, Intercollegiate Programs, Librarians, \*Library Education, \*Library Schools, Manpower Needs, Program Development

Identifiers—\*New Jersey

In July 1971 a need was articulated for a thorough review of educational opportunities and inter-institutional practices, and for a total articulated system to effectively serve the needs of New Jersey in the area of education for librarianship. This report of the Conference on Library Education, held on May 25, 1972, contains recommendations for immediate action and long range development to meet the stated needs of library education. It is recommended for immediate action that: (1) an advisory state council for library education be appointed; and (2) inter-institutional programs for curriculum quality control, transferability of credit, and geographical availability of appropriate education for library, media, and information professions be encouraged. Long range recommendations are: (1) review certification requirements, (2) revise existing guidelines for undergraduate programs, (3) review and update professional library certification requirements, and (4) update library/media technical assistants program criteria. A library manpower study done for the Conference is appended to the report. (SJ)

ED 067 121

LI 003 866

Watson, Peter G.

Center for Information Services, Phase II—Detailed System Design and Planning. First Report on the Acquisition Function.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date Dec 69

Note—45p.;(2 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Programs, Electronic Data Processing, \*Library Acquisition, \*Library Automation, Library Collections, Library Material Selection, Library Technical Processes, Magnetic Tapes, \*University Libraries

Identifiers—\*Computer Software, University of California (Los Angeles)

The acquisition functions of selection, ordering, receiving, blanket orders, serials, gifts, exchange, and microforms and the technical processing of each at the University of California at Los Angeles libraries are discussed. The requirements for converting these manual acquisition functions to a magnetic tape data base for the Center for Information Services are presented. (Related documents are ED 057806 through ED 057812.) (SJ)

ED 067 122

LI 003 867

Marcus, Pauline, Comp.

Women: A Selected Bibliography of Books.

City Univ. of New York, N.Y. Herbert H. Lehman Coll.

Pub Date May 72

Note—24p.;(141 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Anthropology, Biographies, Books, Economic Status, \*Females, Feminism, History, Psychology, Sociology

The titles included in this annotated bibliography have been chosen with the hope that they will be helpful in offering insight into the Women's Movement in America today. While most of the titles are American and contemporary, there are a substantial number of works with some historical perspective. Selections have been divided into seven categories to assist the reader: General Works, Feminism Today, History and Condition-U.S., History and Condition-Other Countries, Sociology-Anthropology, Psychology, Economic and Legal Status, Biography. All books annotated were in the Herbert H. Lehman College Library collection as of March 1, 1972. (Author/SJ)

ED 067 123

LI 003 868

Evans, G. Edward And Others

Methods of Library Building Design—A Research Plan.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date 30 Jun 69

Note—32p.;(0 References); With addendum

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Building Design, Facility Guidelines, Libraries, \*Library Facilities, Library Planning, Research Design

This report outlines the requirements for a comprehensive, objective, and integrated guide to design of library physical facilities. It then presents a research plan directed at development of three products: (1) an authoritative catalog of the present knowledge of library functions, elements, and techniques of design as they relate to library physical facilities, (2) a manual for evaluating the performance of components of library facilities and for generating specifications of requirements, and (3) a "guide inquiry" system for developing library building design programs. The report then presents details of the tasks required to produce these results, of specific studies to be included in the work, of the time schedule and representative budget required. (Author)

ED 067 124

LI 003 870

Study of the Acquisition of Peripheral Equipment for Use with Automatic Data Processing Systems.

Comptroller General of the U.S., Washington, D.C.

Report No.—B-115369

Pub Date 24 Jun 69

Note—56p.;(1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Electronic Data Processing, \*Equipment, Federal Government, Government Publications, \*Information Systems

The General Accounting Office (GAO) performed this study because: preliminary indications showed that significant savings could be achieved in the procurement of selected computer components; the Federal Government is investing increasing amounts of money in Automatic Data Processing (ADP) equipment; and there is a widespread congressional interest in the procurement, management, and use of such equipment. The study shows that it is common practice for Government ADP managers to obtain all required ADP equipment from computer systems manufacturers even though certain items of equipment can be procured more economically from the original manufacturers or from alternate sources of supply. The findings of the study are summarized in this report which is issued to inform Congress and the head of each Federal agency of the opportunities for obtaining savings when acquiring computer components from sources other than the ADP systems manufacturers. (Author/NH)

ED 067 125

LI 003 871

Baer, Walter S.

Interactive Television, Prospects for Two-Way Services on Cable.

Rand Corp., Santa Monica, Calif.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Report No.—R-888-MF

Pub Date Nov 71

Note—100p.;(41 References)

Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, Calif. 90406 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cable Television, Information Services, \*Technology, \*Telecommunication, \*Television

The technology of cable television is advancing rapidly. Of prime importance to cable television in the 1970s will be the development of two-way interactive communication services on cable systems. This report describes that development; the technical, economic, and regulatory forces that influence it; and the public policy issues that it raises. This report has been written for several distinct groups of readers. Those concerned chiefly with broad policy questions may wish to read only the summary, the introduction, and the final section on policy issues posed by the evolution of two-way services on cable. Readers who want a more detailed description of potential services, including the "subscriber response services" that seem most likely to be feasible in the next five years, should also read Sections II and III. Those interested in the near-term economics of this group of services should focus on Section IV. Finally, readers interested in the present status of two-way cable television will find a

discussion of recent field tests and demonstrations in Section V. (Author)

ED 067 126

LI 003 873

Possible International Regulation on the Protection of Translators.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—89-EX/22

Pub Date 27 Mar 72

Note—12p.;(0 References); Executive Board, Eighty-ninth Session; Item 4.6.1 of the Provisional Agenda

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Copyrights, \*Information Dissemination, \*Laws, \*Translation Identifiers—\*UNESCO

In pursuance of the resolution adopted by the General Conference "to carry out studies concerning copyright protection for new categories of beneficiaries in the light of new communication techniques, particularly as regards translation..." this preliminary study was submitted to the Unesco Executive Board. Part I considers the importance of translation as regards the quantitative importance of translation, the importance of the role of translation, and the need for high standards in translation. Part II is concerned with the legal status of translators. Part III gives a summary of the work of the committee of experts in September 1968 and Part IV summarizes the survey conducted among member states. Prospects of a solution are contained in Part V and conclusions are presented as Part VI. The appendix contains the recommendations of the Committee of Experts on Translators' Rights. (Author/HG)

ED 067 127

LI 003 874

Carnahan, William H.

Protection of Computer Programs—A Dilemma.

Air Force Academy, Colorado Springs, Colo.

Report No.—RR-72-2

Pub Date Apr 72

Note—205p.;(45 References)

Available from—USAF Academy Printing Plant, USAF Academy, Colorado, 80840

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Computer Programs, Computers, \*Copyrights, Legal Problems, \*Patents, Programmers

Computer programs, as legitimate original inventions or creative written expressions, are entitled to patent or copyright protection. Understanding the legal implications of this concept is crucial to both computer programmers and their employers in our increasingly computer-oriented way of life. Basically the copyright or patent procedure involves (1) creativity, (2) an application for copyright registration or patent to the appropriate government office, (3) a notice on the original publication or patented process, and (4) various contractual agreements between the originator and the user of the written idea or invention. Both the creator and the user can lose financially by now adhering to these rules. If the programmer does not protect his procedures others may appropriate them for a profit without compensating him. On the other hand, any industry using a computer program risks infringement of patent or copyright if the program's origin and reservations on use are not carefully screened. The dilemma occurs in the scope of protection. There are advantages and disadvantages to both forms of protection. The law of trade secrets provides some relief. Yet, until revision of copyright and patents laws consistent with the new technology is accomplished, complete protection may not be attained. (Author/SJ)

ED 067 128

LI 003 875

U.S. Government Films; A Catalog of Motion Pictures and Filmstrips for Sale by the National Audiovisual Center.

National Audiovisual Center, Washington, D.C.

Pub Date 69

Note—173p.;(2880 References) National Archives Publication # 70-3

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agriculture, Audiovisual Centers, Auto Mechanics, Aviation Technology, Business, \*Catalogs, Education, Electricity, Electronics, \*Films, \*Filmstrips, \*Government Publications, Health, Human Relations, National Defense, Physical Fitness, Safety, Sciences, Social Sciences, Woodworking Identifiers—\*National Audiovisual Center



The films and filmstrips listed in this catalog are Federal records, since they document the functions and operations of Federal agencies. This is the first edition of the sales catalog for the National Audiovisual Center. It contains films categorized under 18 broad headings: agriculture, automotive, aviation, business, education and culture, electricity, electronics, health and medical, human relations, machining, marine, national security, physical fitness, safety, science, social science, technical, and woodworking. Each of these broad subject areas is further broken down into more narrow categories. The following information is provided for each film: title, length, type (sound or silent, color or black and white), order number, price and a brief annotation. There is a title index to the entries. (The 1971 supplement to this first edition is LI 003876.) (SJ)

**ED 067 129** LI 003 876  
U.S. Government Films, 1971 Supplement; A Catalog of Audiovisual Materials for Rent and Sale by the National Audiovisual Center.  
National Audiovisual Center, Washington, D.C.  
Pub Date 71  
Note—152p.:(1840 References) National Archives Publication # 72-17

**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—Agriculture, Audiovisual Centers, Auto Mechanics, Biographies, Business, \*Catalogs, Education, Electricity, Electronics, \*Films, \*Filmstrips, \*Government Publications, Health, Human Relations, National Defense, Philosophy, Physical Fitness, Safety, Sciences, Social Sciences, Technology, Woodworking  
Identifiers—\*National Audiovisual Center

The first edition of the National Audiovisual Center sales catalog (LI 003875) is updated by this supplement. Changes in price and order number as well as deletions from the 1969 edition, are noted in this 1971 version. Purchase and rental information for the sound films and silent filmstrips is provided. The broad subject categories are: agriculture, automotive, aviation, biography, business, education and culture, electricity, electronics, health and medical, human relations, machining, marine, national security, philosophy, safety, physical fitness, science, social science, technical, and woodworking. The following information is provided for each film: title, length, type (black and white or color, sound or silent), order number, price and a brief annotation. Indexes by title and by subject are provided. (SJ)

**ED 067 130** LI 003 877  
Hammond, Theresa M.  
A Guide to Reference Sources on Copyright.  
Maryland Univ., College Park. School of Library and Information Services.  
Pub Date 18 Dec 70

Note—30p.:(71 References)  
**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—Bibliographies, \*Copyrights, Dictionaries, Directories, Encyclopedias, Government Publications, Guides, Indexes (Locators), \*Reference Materials, Yearbooks  
Encyclopedias, subject encyclopedias, dictionaries, indexes, almanacs, directories, handbooks, bibliographies, government documents, and monographs with copyright information are included in this guide to reference sources. It is intended as an introduction to some reference sources on copyright and does not claim to contain all the sources available on the subject. A selected bibliography is provided. (SJ)

**ED 067 131** LI 003 878  
Blalac, Verda, Comp.  
Guidelines for Introducing Mentally Retarded Persons to the Public Library.  
Washington State Library, Olympia. Institutional Library Services.  
Pub Date 70

Note—4p.:(0 References)  
**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—Guidelines, Library Services, \*Mentally Handicapped, \*Public Libraries  
These guidelines are designed for use by persons working with the mentally retarded. They very briefly suggest how to deal with the library: discuss what you intend to do with the librarian, what privileges to request for the retarded, and what to do before going to the library. Several suggestions on what to do at the library are given and follow-up activities in the form of a library club discussion group are recommended. The

goal is for the mentally retarded to be able to regularly use the public library successfully by themselves. (SJ)

**ED 067 132** LI 003 879  
Stevens, Nicholas G.  
Educational Trends, Innovations, Technology, Multi-Media, Taxonomies of Learning, Librarianship: A Bibliographical Checklist, 1965-1971.  
Kutztown State Coll., Pa. Educational Development Center.  
Report No—R-6  
Pub Date May 72  
Note—151p.:(1690 References)  
**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Bibliographies, Check Lists, \*Curriculum Research, Educational Innovation, Educational Technology, \*Educational Trends, Instructional Media, Learning, \*Library Research, Library Science, Taxonomy

The purpose of this checklist is to serve as a bibliographical aid for administrators, library science educators, librarians, teachers, curriculum coordinators, researchers, and other interested persons who are: (1) planning and conducting research in curriculum and instruction, and in educational media; (2) planning and producing an improved instructional program and (3) interested in educational trends, innovations, and forecasts. It is designed to aid them in answering the following questions: What are the new trends and innovations in education, in educational research, in library research, in curriculum planning, in teaching methods, in the use of multi-media and the cross-media and interdisciplinary approach to curriculum implementation, in the taxonomies of learning, in system development, and in school library media centers and libraries? (Author/SJ)

**ED 067 133** LI 003 880  
Casey, Genevieve M., Ed.  
Public Library Service to the Illiterate Adult, Proceedings of a Seminar (March 9-11, 1972).  
Wayne State Univ., Detroit, Mich. Office of Urban Library Research.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 72

Note—161p.:(90 References)  
**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—Adult Basic Education, Adult Reading Programs, Conference Reports, Functional Illiteracy, \*Illiterate Adults, Library Materials, \*Library Services, \*Public Libraries, Seminars  
Identifiers—\*Appalachia

The objectives of this three day seminar were to increase the knowledge about the functionally illiterate adult and his characteristics, research about non-reading adults, materials available for them, public library services and programs for illiterate adults as well as basic adult education activities offered by schools and other community agencies. The topics of the papers delivered are: The Functionally Illiterate Adult: Who is He, Where Is He, Why Is He?; Library Materials for Adult New Readers; The Role of the Southern Appalachian Public Library in Dealing With Functional Illiteracy; The Reader Development Program: Philadelphia Free Library; An Approach to Reading Programs for Adults; Comments Relative to Project R.E.A.D.: The Detroit Public Schools Adult Basic Education Program; Guidelines for Library Service to Illiterate Adults: Summary of Conference Discussions; Adult Basic Education: Criteria to be Followed in Approving Programs; Public Library Service to the Functionally Illiterate Adult: A List of Books, Periodical Articles and Films; and Background Readings about Adult New Readers. (Author/SJ)

**ED 067 134** LI 003 881  
McCleary, William H.  
Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services. Final Report, F.Y. 1971-72.  
Northern Colorado Educational Board of Cooperative Services, Boulder. Information Retrieval Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 25 Aug 72

Grant—OEG-0-70-4304  
Note—161p.:(4 References)  
**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—Administrative Personnel, \*Automation, Electronic Data Processing, \*Information

Centers, \*Information Networks, \*Information Retrieval, Information Services, Information Sources, Information Systems, Instructional Materials, Interstate Programs, Librarians, \*Regional Programs, Teachers  
Identifiers—\*Educational Resources Information Center, ERIC

The Northern Colorado Educational Board of Cooperative Services (NCEBOCS) Information Retrieval Center is designed to provide a communications link for teachers, librarians, and administrators with the latest research, resources and materials in the field of education. The Information Retrieval Center also provides school personnel who contact the Center with ERIC (Educational Resources Information Center) abstracts and summaries in the form of printouts from the computer. With the UNIVAC 9400 Computer in-house, the range and type of automated retrieval services have expanded to include newly developed products and training programs for product implementation and utilization. The Wave I Six State Retrieval Network, involving Colorado, Utah, Oregon, South Dakota, Washington, and Wyoming, continues to be served by the information retrieval products on an ever-expanding basis. Services were extended through State Departments of Education and/or Regional Centers to include the States of Idaho, North Dakota, Kansas and Montana. The growth and development of the Information Retrieval Center and the regional and nation-wide interest generated by this system is measured by the increase in the number of searches processed during F.Y. 1972. (Author/NH)

**ED 067 135** LI 003 882  
Schuyler, Sonja, Comp.  
User's Guide for NODC's Data Processing Systems.

National Oceanographic Data Center, Washington, D.C.  
Pub Date 69  
Note—111p.:(0 References); Publication G-15  
**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Biology, Chemistry, Data Bases, Digital Computers, \*Electronic Data Processing, Geology, Guides, \*Information Centers, \*Information Services, Information Systems, \*Information Utilization, \*Oceanology  
Identifiers—\*National Oceanographic Data Center, NODC

The purpose of this Guide is to help those receiving data and data products from the National Oceanographic Data Center (NODC) to make better use of the material obtained. In addition, it should help data requesters to intelligently formulate inquiries based on a knowledge of the capabilities (and limitations) of the data base. Chapter I of the Guide is the introduction; Chapter II contains the general procedure for handling data requests; Chapter III describes the physical-chemical data processing; Chapter IV the BT data processing systems—digital; Chapter V the geology core, grab, and dredge information system; Chapter VI the biological information systems; and Chapter VII discusses future plans for NODC. A short glossary of terms is also included. (Author/NH)

**ED 067 136** LI 003 883  
Alexander, Carol, Comp.  
The Force and Influence of Change on American Society, An Annotated Bibliography.  
Wayne State Univ., Detroit, Mich.  
Pub Date Mar 72

Note—44p.:(104 References)  
**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—\*American Literature, Annotated Bibliographies, Ecology, Library Materials, Race Relations, \*Social Change, \*Social Studies, Urban Renewal, Youth  
Identifiers—\*American Society

An extensive sampling of available literature on the force and influence of change on the American society in recent years, as well as implications for the future is represented in this annotated bibliography. Items selected have publication dates ranging from 1960 to 1972, except for notable works produced prior to 1960. Most items are United States publications; the few of foreign origin are those making significant contribution to this area of research. Volumes included in this bibliography fall into two main categories: general studies on change, and works dealing with the effects of change on specific subject fields. Effects of change on general social

conditions are subdivided to illustrate: (1) the "urban crisis," (2) rural problems caused by urbanization, (3) progress and failure in improving race relations, (4) population and mobility trends, (5) the ecological crisis and (6) the growing segment in society of alienated individuals, especially among youths. (Author/NH)

**ED 067 137** LI 003 884

**Guidelines for Library Handbooks.**

Federal Library Committee, Washington, D.C.  
Pub Date 72

Note—7p.; (3 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Guidelines, \*Library Collections, \*Library Guides, Library Instruction, Library Reference Services, \*Library Services  
Identifiers—Federal Library Committee, \*Library Handbooks

The resources of thousands of books and pamphlets are housed in countless libraries throughout the United States; librarians codify, classify, and circulate these materials in ways that are often mysterious to library users. There are many ways to reduce this element of mystery: effective service at the reference desk; prominent signs and directions; printed materials to assist the user in finding what he wants as effortlessly as possible. It is to this last category that these guidelines are addressed: the preparation of printed materials to convey to the library user the scope, resources, and services of the library itself. Whether large or small, most libraries will have need of one basic publication, the library handbook, which details for the user the essential information about the library and its collections and services. Specifically these guidelines for preparing a library handbook contain: information to be included, order of presentation, style of writing, format and design, and a list of supplementary reading. (Author/NH)

**ED 067 138** LI 003 885

Jordan, Casper L.

**A Call to Excellence and Innovation: A Survey of the East Saint Louis, Illinois, Public Library.**

Illinois State Library, Springfield.

Pub Date 72

Note—87p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Librarians, Library Collections, \*Library Services, \*Public Libraries, Surveys  
Identifiers—\*East Saint Louis Public Library, Illinois

East St. Louis is a good example of a community that was not providing library service to all of its citizens. The public library was most anxious to close this service gap. To do so, however, required a two phased approach. What was first needed was a basic survey of the East St. Louis Public Library, its collection, staff and services. Based on that information, recommendations for expanding the services to the unserved in East St. Louis could then be formulated. This is an accurate report of services being provided by the East St. Louis Public Library. The study is constructively critical and makes realistic recommendations. As a result, a three year project is now under way which offers a realistic and unique opportunity for the East St. Louis Public Library to work towards achieving the goal of good library service for all its citizens. (Author/NH)

**ED 067 139** LI 003 886

**Prison Legal Libraries, Idea into Reality: Conference Proceedings (University of California, Berkeley, April 22, 1972).**

American Library Association Social Responsibilities Round Table.; California Univ., Berkeley, School of Librarianship.

Pub Date 72

Note—137p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Conferences, \*Institution Libraries, \*Law Libraries, \*Legislation, \*Library Services, \*Prisoners, Workshops  
Identifiers—\*Prison Libraries

The successful functioning of a democratic form of government depends on a number of very basic principles. The issue confronted at this conference, the provision of legal research materials to prisoners, is tied very closely to two of these principles: first, that no individual should be without recourse to the courts and to the law; and second, that no branch of government or agency of government should function outside a system of checks and balances. The "Gilmore"

decision, much discussed at this conference, says that the State affirmatively has to go forward and make sure that prisoners effectively have a way of making their claims available to the courts. This decision seems to also require law libraries and some form of legal assistance in all the jails in the country as well as the long-term prisons. The fifteen papers presented at this conference are presented in this publication. A draft statement on prison law library service prepared for the conference is appended. (Author/NH)

**ED 067 140** LI 003 887

Young, Randal K.

**Data Communications; Market Information Sources.**

Department of Commerce, Washington, D. C.  
Bureau of Domestic Commerce.

Report No—Ref-BDC-720-09-022

Pub Date Jul 72

Note—58p.; (0 References)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 03080151, \$0.60)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communications, Data, Directories, \*Electronic Equipment, \*Information Services, Marketing, \*Merchandise Information, Merchandising, \*Telecommunication

Sources of marketing information and services in the broad and rapidly growing field of data communications are listed in this guide. Most of the entries are concerned with communications and electronics equipment and services but their products and services are produced in a number of industries. The organizations are listed under the following categories: market research, trade and professional associations, trade publications, U. S. Government publications and data sources, major future users of data communications, foreign production and trade statistics, and product codes. The name, address, and a brief description is given for each entry. (SJ)

**ED 067 141** LI 003 888

Bailey, George M., Comp.

**Directory of Cooperative Reference Service Programs: A Preliminary Edition.**

American Library Association, Chicago, Ill.

Cooperative Reference Services Committee.

Pub Date 72

Note—126p.; (200 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Directories, \*Library Cooperation, Library Programs, \*Library Reference Services, Library Services

Cooperative library reference services are listed in this directory by state. The following information is provided for each program: name, date established, name of the administrator, list of participants, type of agreement, sources and amount of support, the services provided, publications, and where to direct inquiries. A copy of the questionnaire sent to libraries is appended. (SJ)

**ED 067 142** LI 003 889

Faibisoff, Sylvia G.

**Time/Cost Study of a Bibliographic Search.**

South Central Research Library Council, Ithaca, N.Y.

Pub Date 9 Feb 71

Note—9p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bibliographies, Catalogs, \*Cost Effectiveness, Information Retrieval, Information Services, \*Search Strategies, Timed Tests, University Libraries

The South Central Research Library Council was asked if the services of the Bibliographic and Reference Center, a subsidiary of the Council, located at the Cornell University Libraries could be extended to libraries outside its region. To date, the Center has been handling a limited number of requests from non-member libraries without interfering with the quality of its service or the turn-about time promised to the member libraries in SCRLC. However, a question did arise regarding its ability to search bulk requests for five major university libraries in FAUL (Five Associated University Libraries) with the present staff of 2 1/2 (1 professional; 1 1/2 clerical). In order to determine the size of the load which the staff can handle and in order to arrive at a price for service to non-member libraries, a time/cost study was made which is described in this report. The results of the study indicate that the Center staff can search for other institutions with its

present manpower. The recommended charge per search is \$0.50 for non-member libraries. (Author/SJ)

**ED 067 143** LI 003 891

Williams, Martha E.

**Handling of Varied Data Bases in an Information Center Environment.**

Illinois Inst. of Tech., Chicago, Research Inst.

Pub Date 23 Jul 71

Note—24p.; (0 References); Presented at the Conference on Computers in Chemical Education and Research, Northern Illinois Univ., DeKalb, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Programs, \*Data Bases, \*Information Centers, Information Processing, \*Information Services, Search Strategies

Identifiers—\*Key Letter In Context Index, KLIC Index, Selective Dissemination of Information

Information centers exist to provide information from machine-readable data bases to users in industry, universities and other organizations. The computer Search Center of the IIT Research Institute was designed with a number of variables and uncertainties before it. In this paper, the author discusses how the Center was designed to enable it to accommodate the many variables it would face in providing different services to diverse users. The system design is discussed in terms of the unpredictable future and in terms of the users to be served. User aids that were developed (search manual, truncation guide, frequency lists, KLIC index and bigram frequency list), and communication with the user are discussed. The reasons for using a selective dissemination of information service (SDI) are presented. (Author/SJ)

**ED 067 144**

LI 003 892

Young, Tommie

**Early Childhood Library Specialist Program.**

North Carolina Central Univ., Durham, School of Library Science.

Pub Date 71

Note—9p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Child Development Centers, \*Children, \*Early Childhood Education, Instructional Media, \*Librarians, Libraries, \*Library Education, Library Services

The Early Childhood Library Specialist Program of the School of Library Science, at North Carolina Central University, was organized in 1970 and has the following purposes: (1) to train students to become effective practitioners of early childhood library methods employed in introducing children to the uses of books and other media for the purposes of recreation and learning; (2) to provide an exemplary learning center for implementing early childhood methods and demonstrating practical application of classroom theories; (3) to acquaint the trainee with a diversity of learning media and resources appropriate for young children; (4) to involve library science students in actual learning programs in community agencies; and (5) to provide students with experience in work with parents in aiding them to become effective change-agents. The program idea grew out of the recognition of the need to train librarians to service the needs and demands of a segment of the population that heretofore has not been sufficiently considered as serious library clientele because of its non-reading ability. (A related document is ED 063 952.) (Author/SJ) 130PS

**ED 067 145**

PS 005 642

Watson, Jeanette Lanham, Fritz

**Early Childhood Development in Texas. Special Report.**

Texas State Dept. of Community Affairs, Austin.

Office of Early Childhood Development.

Pub Date 31 Dec 71

Note—144p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Child Care Centers, \*Child Development, \*Early Childhood Education,

\*Government Role, \*Instructional Programs, Kindergarten, Program Descriptions,

Socioeconomic Influences, \*Special Education,

\*State Programs, Surveys, Technical Reports

Identifiers—Project Follow Through, Project Head Start, \*Texas

Programs and activities for young children in Texas are reported, based on data collected from the state agencies who administer these programs.

Two sections are presented, the first dealing with early childhood development in the state, and the second with a survey of state agency programs. A history of federal and state involvement is followed by a review of various services for children and youth. These include: kindergarten, special education for deaf and exceptional children, bilingual programs, Head Start, Follow Through Program, Parent and Child Centers, comprehensive health services, family planning and maternal services, mental health services, migrant worker programs, and child welfare services. (LH)

**ED 067 146** PS 005 775

Saunders, Mita M.

**The ABC's of Learning in Infancy.**

North Carolina Univ., Greensboro. Infant Care Project.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 71

Note—22p.

Available from—The Infant Care Project, University of North Carolina, Greensboro, N.C. 27412 (\$0.75)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Activity Learning, Child Development, Child Rearing, Cognitive Development, \*Discovery Learning, Early Experience, Guides, \*Infancy, \*Learning Processes, \*Perceptual Motor Learning, Play, Social Development

Learning in infancy is based on activity, beginnings, and curiosity, the so-called ABC's. Earliest behavior consists of mass activity, the period from birth to 24 months of sensory-motor development which provides the foundation for all future learning. Adults must provide space, toys, and affectionate care to help infants proceed through successive stages of learning experience. These are divided into separate periods: birth to 4 months, 4 to 8 months, 8 to 12 months, 12 to 18 months, and 18 to 24 months. Individual differences occur from birth, and the development of a sense of basic trust is important. This is followed by autonomy in the toddler and his sense of success. Sexual identity and language formation, and the establishment of limits are other kinds of beginning behavior. A baby's curiosity focuses on the newness of his world, and demands patience from parents as well as provisions of space and toys. The first two years are critical because motivation or enthusiasm for learning, along with emotional, social, and intellectual development can either be nourished or blighted. This makes child care a challenging opportunity. (LH)

**ED 067 147** PS 005 777

Resse, Clyde Morrow, Robert O.

**Socioeconomic Mix: Effects on Disadvantaged Children in Preschool Child Development Programs.**

State Coll. of Arkansas, Conway.

Pub Date 15 Sep 71

Note—103p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Child Development, Cognitive Development, \*Disadvantaged Youth, Economic Factors, Language Development, \*Preschool Programs, Research, Social Development, \*Socioeconomic Influences, Statistical Data, Test Results

Identifiers—Cincinnati Autonomy Test Battery, Kansas Social Interaction Observation Procedure, Peabody Picture Vocabulary Test, Pre-School Inventory, Test of Basic Experiences

In a study of preschool child development programs, the purposes were two-fold: (1) to determine the effects of socioeconomic mix upon the cognitive, social, and language development of disadvantaged children, and (2) to determine the relative effects of two percentages of socioeconomic mix upon the cognitive, social, and language development of disadvantaged children. Using the pre-test, post-test experimental design with several testing methods, the analysis of variance and covariance were the major statistical tools used in the analysis of the data in addition to some a priori comparisons between treatment means on the results of the analysis of variance. The trends showed considerable support for the positive effects of socioeconomic mix. Included in the conclusions are: (1) the positive effect on the cognitive development, with less posi-

tive effects on verbal skills than other areas of cognition; (2) an increase in interactions between the subject and adults, and a decrease in those between subject and peers as the level of socioeconomic mix increases; (3) the reverse of such interactions as the level of socioeconomic mix decreases; (4) positive effects on the social competency under problem and stress conditions; and (5) positive effects in the development of social directed behavior and less ego directed behavior. (Author/LH)

**ED 067 148**

Keister, Mary Elizabeth

**A Demonstration Project: "The Good Life" for Infants and Toddlers.**

North Carolina Univ., Greensboro. Infant Care Project.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—DHEW-G-D-256

Pub Date 30 Apr 69

Note—52p.; Paper presented at Symposium on "Education and the City Child: Some New Approaches," New York, April 30, 1969

Available from—NAEYC Publications Department, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$1.50)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Child Care Workers, Child Development, Comparative Analysis, \*Day Care Programs, \*Day Care Services, Demonstration Projects, Environmental Influences, Evaluation Methods, Group Experience, Individual Needs, \*Infants, \*Nursery Schools, Physical Health, \*Preschool Programs, Program Descriptions, Resource Materials

Identifiers—Bayley Infant Development Scales, Preschool Attainment Record, Vineland Social Maturity Scale

In response to requests for information on a city day-care program, a demonstration project for infants and toddlers, the Demonstration Nursery Center at the University of North Carolina, is reported. Physical makeup of the facilities is described, along with daily procedures and staff activities. To study the effects of day care on babies, a comparison was made with a non-nursery control group. Almost no differences were found in the areas of physical-medical, mental-motor-sensory, social, and emotional-personality development. The low rate of illness and absenteeism and the general satisfaction of the parents seem to indicate the lack of negative effects on young children of day care. The key concept is quality care, reproducing as much as possible the home environment and the best features of the "establishment" well-functioning nursery school. Quality is stressed in relationships, play experiences, and health care (by means of a Sick Bay). Goals still to be achieved are in areas of innovation in involving parents and grandparents, learning and social development in a mix of age levels in a group, and cost accounting. (LH)

**ED 067 149**

Lewis, Michael Freedle, Roy

**Mother-Infant Dyad: The Cradle of Meaning.**

Educational Testing Service, Princeton, N.J.

Report No.—RB-72-22

Pub Date May 72

Note—45p.; Paper presented at a Symposium on Language and Thought: Communication and Affect, Erindale College, University of Toronto, March, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bulletins, \*Child Development, Cognitive Development, \*Communication (Thought Transfer), Infant Behavior, Interaction Process Analysis, \*Language Development, \*Mothers, \*Parent Child Relationship, Research, Verbal Communication

The early communication network existing between a mother and her 12-week-old infant was explored. Over 50 infants of both sexes from a variety of social classes were seen in their homes, and a wide variety of maternal and infant behaviors were studied. Of special interest was the vocalization-in-communication data. The results indicate a lawful, consistent, and predictable pattern of communication and suggest that meaning is being established at the very beginning of life. (Author)

**ED 067 150**

PS 005 780

Van De Riet, Vernon Resnick, Michael B.

**A Sequential Approach to Early Childhood and Elementary Education, Phase III.**

Florida Univ., Gainesville. Coll. of Health Related Professions.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H8222-BHO

Pub Date Jan 72

Note—225p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Cognitive Development, Comparative Analysis, Culturally Disadvantaged, Curriculum Development, Demonstration Programs, Disadvantaged Youth, \*Early Childhood Education, Elementary Education, \*Intervention, Learning Readiness, \*Preschool Programs, \*Sequential Approach, Statistical Data, Technical Reports

Identifiers—Learning to Learn Program

The effects of two or three years of a sequential educational intervention program on culturally deprived children were studied with two groups of four-year-olds and two groups of five-year-olds. They were matched on several developmental variables, with one group at each age level entering the experimental Learning to Learn Program. The other groups served as controls and the four-year-olds entered day care centers while the five-year-olds attended traditionally run kindergartens. Comparison on several developmental measures between the experimental and control groups made after each year of the program indicate that the children in the Learning to Learn Program made much larger developmental gains than their matched control groups. The project supports the contention that early intervention programs with culturally deprived children can rectify their educational deficits. (Author/LH)

**ED 067 151**

PS 005 785

Tyrell, Donald J. Brookshire, Kenneth H.

**Social Class Differences in Discrimination Transfer in Nursery School Children.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—11p.; [Not available in hard copy due to marginal legibility of original document.] Paper presented at meetings of the Eastern Psychological Assoc., Boston, April 1972

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Child Development, Comparative Analysis, \*Discrimination Learning, Learning Characteristics, \*Nursery Schools, \*Preschool Learning, \*Shift Studies, \*Social Class, Socioeconomic Influences, Stimulus Behavior, Technical Reports

Identifiers—Jensen

A correspondence is suggested between the two different abilities underlying performance on intellectual or learning tasks discussed by Jensen and the two response processes postulated by various mediational models of discrimination learning. To test this, two groups of nursery school children differentiated by the measurable social class of their families were given discrimination training. One half of those in each social class group then experienced an intradimensional shift in discrimination transfer operation, with the remainder experiencing an extradimensional shift. After administration of object discrimination problems to the children, data indicate that some correlate of social class is related to performance in discrimination transfer problems. White upper class nursery school children performed at a level superior to white lower class nursery school children, and the difference occurred in spite of a lack of difference in testable IQ. The deficiency appears to be related to differences in mediational ability and is consistent with Jensen's two-ability model. (LH)

**ED 067 152**

PS 005 789

Lally, J. Ronald

**Development of a Day Care Center for Young Children: Syracuse University Children's Center.**

Syracuse Univ., N.Y. Children's Center.

Report No.—PR-156(C6)

Pub Date 22 Feb 71

Note—90p.; Progress Report, 1970-71

**EDRS Price MF-\$0.65 HC-\$3.29**



Descriptors—\*Child Care Centers, \*Cognitive Development, \*Day Care Programs, \*Disadvantaged Youth, Family Environment, \*Home Visits, Infancy, Intervention, Learning, Nutrition, Research, Social Development, Socioeconomic Influences, Statistical Data, Technical Reports, Urban Environment

Experiences with a day care center indicating the need for sensitivity to the basic problems facing multi-problem families are reported in a review of an urban day care center for young children. Anecdotal records of the population involved are presented, followed by data from a perinatal home visit program which focused on nutrition. Cognitive data are reported which indicate the developmentally enhancing effect of the perinatal program, and socialization variables which serve as predictors of cognitive achievement scores are also detailed. Developmental data findings further support early intervention as a means of enhancing cognitive development. (LH)

**ED 067 153** PS 005 790  
Vernon, Holly

**A Survey of Pre-school Programs for Handicapped Children in Three Small Countries: Switzerland, Holland, and Israel. Final Report.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date 30 Nov 71

Grant—OEG-0-71-0380(607)

Note—52p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Child Care Centers, \*Clinics, \*Community Health Services, Day Care Programs, Developed Nations, Government Role, \*Handicapped Children, National Programs, Parent Role, \*Preschool Programs, Prevention, Surveys, Technical Reports

Identifiers—Holland, Israel, Switzerland

Preventive services, treatment services, and community health planning for the potentially and actually handicapped young child in Switzerland, Holland, and Israel are surveyed through visits and interviews with government, public and private agencies and institutions. Regarding preventive services, maintenance and/or integration of the natural family unit is the focal emphasis in all three countries. Treatment services for handicapped preschool children extend consultation or counseling primarily to the involved parents in each nation. Furthermore, the need for coordinated planning to prevent multiplicity and overlap of services has resulted in the three countries in concentrated planning for improved community health, and attempts have been made to develop new approaches in view of the limited ability to positively influence communal living on a large scale. (LH)

**ED 067 154** PS 005 793  
Datta, Lois-ellin And Others

**A Comparison of a Sample of Full Year and Summer Head Start Programs Operated by Community Action Agencies and Local Education Agencies.**

Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 71

Note—66p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Child Care Workers, Child Development, \*Community Programs, Comparative Analysis, Early Childhood Education, Economic Disadvantage, Intervention, Parent Participation, \*Poverty Programs, \*Preschool Education, \*Program Evaluation, Questionnaires, Statistical Data, Summer Programs

Identifiers—\*Project Head Start

Data from a stratified random sample of full-year 1967-1968 and summer 1968 Head Start programs were re-analyzed to compare centers operated by local educational agencies (LEA) and community action agencies (CAA). The analyses indicated that CAA-operated programs were more likely to report parent participation in decision making and as paid staff, while LEA-operated programs were slightly more likely to report parent participation as volunteers; that CAAs had a higher proportion of paraprofessionals and LEAs more professionals; that CAAs recruited individual volunteers from a variety of sources, and LEAs mobilized formal community organization support; that CEAs were more likely to focus on family services and job training.

Other findings included data on equipment, impact on children, medical and dental programs, ethnic and economic class of staffs, child eligibility, substantive content of the classrooms, and characterization of programs. The analyses provide a static picture of how program directors, teachers, and parents report some of their experiences. The differences involve structure rather than process of impact, and relatively few statistically reliable differences were, in fact, found between LEA- and CAA-operated programs. (Author/LH)

**ED 067 155** PS 005 796

Kapfer, Sherry

**Report of First National Home Start Conference. Office of Child Development (DHEW), Washington, D.C.**

Pub Date 5 May 72

Note—60p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Child Development, Conference Reports, Early Childhood, Environmental Influences, \*Family Environment, \*Home Programs, Home Visits, Instructional Programs, \*Learning Readiness, Nutrition, \*Parent Role, Physical Health

Identifiers—\*Home Start Program, Montessori, Project Head Start

The proceedings of the First National Home Start Conference are presented, based on reports of the sessions and activities of the meeting which was aimed at strengthening and supplementing child development in the home. Topics discussed include parent education, toy lending libraries, use of television, contributions of Head Start, early reading, bilingual education, Montessori resources, nutrition and health, Home Start as a force for social change, and staff roles. Reactions to and evaluation of the conference are also included, along with citations of media coverage, exhibitions, films, the keynote address, and a list of participants. (LH)

**ED 067 156** PS 005 797

McGurk, Harry Lewis, Michael

**Birth Order: A Phenomenon in Search of an Explanation.**

Educational Testing Service, Princeton, N.J.

Report No.—RB-72-20

Pub Date May 72

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Birth Order, Bulletins, Child Development, Child Psychology, \*Developmental Psychology, \*Emotional Development, Family Structure, Mother Attitudes, Nursery Schools, \*Parent Child Relationship, Research, Sex Differences, Siblings, \*Social Behavior

Fifty-two 44-month-old children were observed in a nursery school over a period of two weeks with peer and adult oriented behaviors recorded, and data analyzed in terms of the subjects' sex and birth order. Sex effects were as expected, but birth-order effects highlighted the second-born child as representing a distinct category. In particular, second-born children manifested greater dependency behavior than either first- or later-borns. The results are discussed in terms of the relationship between maternal responsiveness to attention-seeking behavior in infancy and later dependency behavior; i.e., parental responsiveness leads to less not more dependency behavior in later childhood. It is suggested that because the second-born child receives less attention in infancy, he later exhibits more dependency behavior. (Author/LH)

**ED 067 157** PS 005 799

Green, Melinda Valenstein, Thelma

**The Educational Day Care Consultation Program.**

Michigan Univ., Ann Arbor. School of Education.

Pub Date 30 Jun 71

Note—89p.; Progress Report, June 30, 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Ladders, \*Child Care Workers, Consultation Programs, \*Day Care Programs, \*Early Childhood Education, \*Educational Coordination, Low Income, \*Mothers, Nonprofessional Personnel, Research Projects, Schools of Education, Student Teachers, Technical Reports

A research and training program for family day care mothers at the University of Michigan involves both group meetings and individual home consultations by educational consultants, trained community para-professionals. The program is

directed toward low income and working class licensed day care mothers and is conducted by the School of Education. Objectives include providing on-site training to licensed day care mothers, developing their sense of competence as professionals, creating a career ladder culminating in a college degree and teacher certification for low income men and women in the field of child care, improving communication between day care workers and natural parents, developing a model program suitable for any community, and developing more professional expertise in the field of child care by using education and social work students who have field placements in the program. In addition to providing details on the research instruments and staff training procedures, the paper also includes appendices on personnel, sample materials, and the research instruments. (Author/LH)

**ED 067 158** PS 005 800

**New Forces Shaping Child Care.**

Pub Date Apr 72

Note—17p.; Position paper presented at National Parents for Day Care and Child Development First Annual Convention (April 28-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Child Care, Child Development, Childhood Needs, \*Day Care Programs, \*Early Childhood, \*Government Role, \*Parent Conferences, Parent School Relationship, Parent Teacher Cooperation, Speeches

Identifiers—\*Project Head Start

In an address to local, state, regional, and national groups involved with child care, characteristics of some of the programs are explained in an effort to develop a broad based national coalition for a system of universally available child care. Head Start, Title IV-A of the Social Security Act (amended) day care, and church-related day care programs are described. A statement of principles of the Day Care and Child Development Council of America toward the goal of locally controlled, publicly supported, universally available child care systems is presented, along with actions of the National Parent Federation regarding legislation for these kinds of services. The importance of parent and staff cooperation is stressed in order to achieve an adequate child care program, which is an economic issue, an innovative approach to correcting old social weaknesses, and a political issue. (LH)

**ED 067 159** PS 005 812

Barnett, John

**Fort Worth Project: Central Cities Educational Development Center.**

Report No.—TX-1(06719)

Pub Date [72]

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior Patterns, \*Cognitive Development, Curriculum Guides, \*Disadvantaged Youth, Educational Equality, Instructional Programs, Intervention, Learning Readiness, Parent Participation, \*Preschool Programs, \*Program Descriptions, Program Evaluation, \*Social Development, Socioeconomic Influences, Teaching Models, Unit Plan

Identifiers—Texas

A learning model is designed to provide underprivileged children, aged 2 to 5, with opportunities and experiences to help develop academic skills, develop a positive self-image, develop confidence in capability to achieve, and provide essential physical necessities. Evaluation of the preschool educational system indicates that the program provides skills and traits necessary for full participation in American society and teaches children additional behaviors, values, and modes of communication with acceptance of and sensitivity to the child's home and neighborhood culture. The program begins instruction at a level consistent with the child's experiences and paces each additional step. Costs of about \$3000 per year per student are found to be balanced by benefits in affective, cognitive, and psychomotor developments. Intervention is necessary for disadvantaged children to have a reasonable opportunity to be ready for school, and intervention employing this instructional program is more effective in producing cognitive and language enhanced performance than that of conventional day care programs or public school programs serving children from the same socioeconomic and ethnic backgrounds. (LH)

## ED 067 160

PS 005 813

Cohen, Marcia F.  
Effects of Cueing and Overt Responding in Films  
Designed for Preschool Children.

Pub Date [71]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, \*Instructional Films, \*Minority Group Children, \*Paired Associate Learning, \*Preschool Children, Preschool Education, Research, \*Response Mode, Sex Differences, Statistical Analysis, Stimulus Behavior, Technical Reports, Visual Learning

Identifiers—Piaget (Jean), Project Head Start

Four experimental Super 8 mm sound motion picture films were designed and produced for presentation in a 2x2x2 factorial research model to test the effects of mode of response and stimulus conditions in films for preschool children. Subjects were 40 children (22 males and 18 females) in a Headstart Program in San Pedro, California, divided so that there were ten in each treatment condition and five in each age group. Findings revealed a significant difference (p.05) in favor of those groups receiving treatments in which an overt response was required. It was also found that the developmental age effected the cueing variable in diverse ways at upper and lower levels of preoperation. The results are discussed in terms of Piaget's construct of the preoperational learner. (Author)

## ED 067 161

PS 005 814

Palapala, Diane E.  
The Status of Number and Quantity Conservation  
Concepts Across the Life-span.

Pub Date [72]

Note—17p.; Paper presented at annual meeting of the Eastern Psychological Association (New York, N.Y., April 27-29, 1972), based on Ph.D. Thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Abstraction Levels, \*Age Groups, \*Cognitive Development, College Students, \*Conservation (Concept), Continuous Learning, Doctoral Theses, Elementary Grades, Grade 1, Grade 6, \*Learning Processes, Older Adults, Preschool Learning, Research Projects, Sex Differences, Speeches

Identifiers—Flavell, Inhelder, Piaget (Jean)

Conservation performance during childhood to portions of the life span beyond adolescence is examined, with existing data replicated on subjects ranging from the preschool to middle-childhood years. Age differences in performance are studied for the typical Piagetian paired-stimulus equivalence conservation of number, substance, weight, and volume tasks in subjects ranging in age from 6 to 82 years. Results indicate that the performance apex for conservation ability attained after childhood may not be as stable an acquisition as Piaget's theory implies. Rather, a regression with age to less complex modes of responding is noted, at least for the more complex tasks in the battery. The ability to conserve number, hypothesized to be the earliest appearing and therefore the most simple concept, remained stable even in the oldest subjects. The concepts of intermediate difficulty (substance and weight conservation) were present in only about half the oldest group. The formal operation of volume conservation, regarded as the latest developing and most complex acquisition had virtually disappeared from the response repertoire of the oldest subjects. Further research with large numbers of older subjects is needed. (LH)

## ED 067 162

PS 005 816

Goodfriend, Ronnie Stephanie  
Power in Perception for the Young Child: A Comprehensive Program for the Development of Pre-Reading Visual Perceptual Skills.

Pub Date 72

Note—173p.

Available from—Teachers College Press, Teachers College, Columbia Univ., 525 W. 120th St., New York, N.Y. 10027 (Paperback, \$3.50; Suppl., \$5.00)

Document Not Available from EDRS.

Descriptors—Books, Child Development, Cognitive Development, Concept Formation, \*Curriculum Guides, \*Early Childhood Education, Instructional Programs, Language Development, \*Perceptual Development, Preschool Learning, \*Visual Discrimination, \*Visual Perception

Identifiers—Piaget (Jean)

A detailed program for the development of pre-reading visual perceptual skills in young children is presented which provides benefits to both teacher and child due to its scope and flexibility. The program is primarily visual-motor, providing at the same time experiences in language and concept development. The prescribed sequence of lessons follows a consistent pattern of organization throughout the program. The perceptual training proceeds with activities relating to the whole body, to concrete objects, to representations of objects, and finally to symbolic representations. This sequence is repeated for the presentation of the following areas: figure-ground perception, intersecting and embedded figures, spatial positioning, directionality, and pattern duplication. Conceptual material is introduced and followed by special visual-motor activities, succeeded by supplementary activities reinforcing the initial subject matter concept. The content of the program reinforces and parallels many of the prescribed curriculum areas, such as language arts, non-numerical concepts, counting, science, social science, health, art, and music. Masters of worksheets for spirit duplication are provided in the accompanying supplement. (LH)

## ED 067 163

PS 005 817

Cohen, Leslie B.

A Two Process Model of Infant Visual Attention.

Pub Date [72]

Note—44p.; Paper presented at the Merrill Palmer Conference on Research and Teaching of Infant Development, February 10, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Attention Span, Child Development, Cognitive Development, Eyes, \*Infant Behavior, \*Memory, Models, Research Methodology, Technical Reports, \*Visual Acuity, \*Visualization

Identifiers—Berlyne

A two-process model of infant visual attention is constructed based on research using the modified Berlyne technique with three- to five-month olds. The length of time an infant fixated a pattern was examined along with what caused him to turn to the pattern at all. The study was based both on a re-examination of previous research and on new experiments. Two distinct sets of processes were found in infant attention: Attention-Getting and Attention-Holding. It was found that in the four-month-old infant, habituation is primarily a function of the Attention-Holding process, and occurs more in males than females, although both sexes initially show preferences for, or look longer at, the more complex patterns. Performance on some trials indicates a tie-in between Attention-Getting and Attention-Holding, with the information obtained from prior fixations of the stimuli somehow determining the speed of subsequent head and eye orientation. The model is followed from occurrence of an Environmental Event, to operation of the Peripheral Perceiver, to information processing and splitting up by the Perceptual Processor, to Memory. Detailed flow charts are included. (LH)

## ED 067 164

PS 005 818

Upchurch, Beverly And Others

Easy-to-Do Toys and Activities for Infants and Toddlers.

North Carolina Univ., Greensboro. Infant Care Project.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care Workers, Child Development, \*Early Experience, Games, Guides, Infants, \*Play, Preschool Children, Preschool Learning, Recreational Activities, \*Toys

Easy-to-do toys and activities for infants and toddlers are described, and instructions are included for making and using them. They are time-consuming to make in some instances and may not be very durable, but when an adult makes toys for children they are setting a pattern that helps children become inventive and resourceful later on. The toys and activities are grouped by age: 2 to 8 months, 8 to 16 months, and 16 to 24 months. Records for toddlers are listed, and another section is devoted to action songs and finger rhymes. Mobiles and wall decorations are

also suggested for child decorations. Lists are provided for adults on kinds of things to collect, how to organize them, and what kinds of things to buy. (LH)

## ED 067 165

PS 005 823

Spaulding, Robert L.

Effects of a Five-Year Compensatory Education Program on Social, Intellectual, Linguistic, and Academic Development.

Duke Univ., Durham, N.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 6 Apr 72

Note—68p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 6, 1972

Available from—R. L. Spaulding, School of Education, San Jose State College, San Jose, Calif. 95114

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Behavioral Objectives, Classroom Techniques, Comparative Analysis, \*Compensatory Education Programs, Disadvantaged Youth, \*Early Childhood Education, Educational Experiments, \*Intellectual Development, Intervention, \*Language Development, \*Social Development, Statistical Data, Technical Reports, Tests

Identifiers—\*Durham Education Improvement Program, Stanford Binet Test

Effects are reported of a Durham, North Carolina Education Improvement Program (EIP), a five-year compensatory education program, on social, intellectual, linguistic, and academic development of disadvantaged children. Regarding socialization, changes in social behavior are found to be more a function of specific setting variables, especially teacher behavior, than entry age. The program also reverses the decline in tested IQ after age two in children with no preschool experience, and it in fact increases his Stanford-Binet score. Although the program does not seem to have different effects on language development in comparison with children in various control groups, it is significantly more effective if continued for two school years or more and when the age of entry is four years. However, in regard to academic performance, the children in the Education Improvement Program are not found to perform as well as children at the end of the first year of primary school. After two or three years of the EIP ungraded primary experience, the EIP pupils on the average score higher than their controls, but the differences are non-significant. (LH)

## ED 067 166

PS 005 841

Saunders, Minta M.

Some Aspects of the Effects of Day Care on Infants' Emotional and Personality Development.

Pub Date 72

Note—123p.; Ph.D. Thesis, University of North Carolina, Greensboro

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Development, \*Child Development, Comparative Analysis, \*Day Care Services, Doctoral Theses, \*Emotional Development, Family Environment, Group Experience, Infant Behavior, \*Infants, Parent Child Relationship, \*Personality Development

Identifiers—Bayley Infant Mental Test

To identify any differences in emotional/personality development of a group of infants reared at home and a matched groups of infants enrolled in a day care center, data were obtained on behaviors of two groups of infants. The sample consisted of 15 demographically matched pairs of infants, ages 3-24 months at entrance. Data were collected through observation, questionnaires, administration of the Bayley Scales of Infant Development, and monthly telephone interviews with mothers. Five measures of emotional and personality development were used to assess the two groups: reaction to stranger, patterning, separation from mother, exploratory behavior, and eating and sleeping patterns. No significant differences were found between the Home and Center groups. However, since day care services are growing rapidly, it is clear that more research is needed to: (1) understand the complexity of the acquisition of attachment, which is crucial to development; (2) analyze the components of contingent responding; and (3) provide more detailed and definitive analyses of care-giving situations so the results may be incorporated in training techniques. (JF)

ED 067 167 PS 005 842

Freedman, J. Trieger, S.  
The Duke of York Day Care Project.  
Toronto Board of Education (Ontario). Research Dept.

Pub Date Aug 68

Note—36p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—After School Programs, Behavioral Objectives, Behavior Change, \*Child Development, Childhood Needs, Community Involvement, Cultural Disadvantage, \*Day Care Programs, \*Disadvantaged Youth, Environmental Influences, Handicapped Children, Program Descriptions, Research, \*Social Development, Socioeconomic Influences, \*Urban Education, Welfare Services

Identifiers—Canada, Toronto

Progress of the children involved in a Canadian day care project is reported, focusing on the day-to-day interaction of the children and any changes in their overt behavior patterns. Particular emphasis is on the adjustment of the inner-city youth to the problems produced by the cultural and economic deprivation of their environment. A brief review of the literature and history of the project are included, followed by the analysis of the project itself, which is acknowledged to be necessarily limited in scope due to the brief time of study and small number of students involved. The project aimed at providing economically deprived youth with individual attention and affection, counseling and play activities conducive to fostering normal, healthy attitudes toward themselves and their environment. Although it is still early to determine the extent of the project's effectiveness, it seems to be successful on the basis of several factors: children's patterns of response, level of physical health, general level of mental and emotional health, and acceptance by both families and the community. (LH)

ED 067 168 PS 005 844

Rogers, Rex S.

The Effect of Having Previously Attended Junior Kindergarten on "Draw-A-Classroom" Test Scores Obtained in Senior Kindergarten.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Oct 68

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, \*Early Childhood Education, Evaluation Methods, \*Kindergarten Children, \*Learning Experience, \*Measurement Instruments, Research, Statistical Analysis, \*Test Results

Identifiers—\*Draw a Classroom Test

Data are presented which show the degree to which specific prior exposure to a learning situation (Junior Kindergarten) is reflected in the scores of children who had this experience compared to a group of their peers who did not. Scores obtained in Senior Kindergarten on the Draw-a-Classroom Test (DAC) are used as the measurement method. The pattern of effects emerging from the data is complex in that meaningful differences are not invariably consistent between administrations of the test. However, the influence of Junior Kindergarten on DAC test scores obtained in Senior Kindergarten gives rise to effects that are not representative of those that occur during the normal growing up of the "artist" and which tend to diminish considerably after further experience in Senior Kindergarten, indicating they are not of a permanent nature. This research may then be regarded as independent evidence of previous findings that the effects of Junior Kindergarten are short-lived. (LH)

ED 067 169 PS 005 871

Lewis, Michael Brooks-Gunn, Jeanne Self, Othar, and Fear: The Reaction of Infants to People.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-23

Pub Date May 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, Child Development, \*Cognitive Development, \*Emotional Development, \*Fear, \*Infant Behavior, Infants, Interpersonal Relationship, Research, \*Self Concept Tests, Sex Differences, \*Social Development, Stimulus Behavior

Because of the scarcity of research on infants' response to social events, especially different categories of people, infants between 8 and 18 months of age were introduced to five different social events: strange adult male and female, strange 4-year-old female, mother, and self. The infants' responses indicated that approach affects stimulus differentiation (in terms of fear), while age affects level of response intensity. Strangeness of the social event was not sufficient to explain the results, and ethological and cognitive theories are discussed. It is suggested that the cognitive construct of self be introduced to explain the results. It appears reasonable to assume that by eight months the self as differentiated from other is well established, and some specific categories of self, such as size, sex, or efficacy, may also be established. (Author/LH) 130RC

ED 067 170 RC 003 702

Wilson, Jeanette

Our Hispano Heritage [Unit with Suggested Activities].

Montelores Studies Center, Cortez, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 69

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Elementary Grades, \*History Instruction, \*Instructional Materials, \*Mexican American History, Resource Materials, \*Social Studies Units, \*Spanish Culture, Units of Study (Subject Fields)

Identifiers—\*Hispanos

This curriculum unit for elementary students, developed by the Montelores Studies Center, Cortez, Colorado, and funded by the Elementary and Secondary Education Act, Title III, presents a history of the Spanish Americans and Mexican Americans and suggests student activities. The history section outlines the historical development of the Spanish-speaking peoples of the southwestern United States from the time of the early Spanish explorers to the present. The activities section contains suggested activities, reference materials, available from the Montelores Studies Center, and an annotated bibliography. (TL)

ED 067 171 RC 006 170

Rillo, Thomas J.

Historical Background and Development of Camping and Outdoor Education.

Pub Date [64]

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agencies, \*Camping, \*Child Development, Day Camp Programs, \*Historical Reviews, Learning Experience, \*Outdoor Education, Recreational Activities, Resident Camp Programs, Teacher Education, \*Urbanization

The purpose of this paper is to trace the development of camping and outdoor education in the United States. The early beginnings of camping are described along with the development of organized camps and the influences of urbanization on camping. The basic idea of education through camping is presented for each of the various types of organized camps: private camps, agency camps, church camps, and institutional camps. The historical background of school camping and outdoor education in the United States and the background of outdoor education in Michigan are described in detail. The influence of Life Camps, Inc., and its development into the Outdoor Education Association is described as an effective force in extending the outdoor education movement. (PS)

ED 067 172 24 RC 006 346

One Feather, Vivian

The Change in Self-Image of Oglala Sioux Ninth Grade Students Through the Development and Testing of an Indian Culture Curriculum. Final Report.

Red Cloud Indian School, Inc., Pine Ridge, S. Dak. Oglala Sioux Culture Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-I-H-004

Pub Date Jul 72

Grant—OEG-8-71-0012(509)

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, Comparative Analysis, \*Cultural Background, \*Curriculum Development, Economics, Experimental Curriculum, Family Relationship, \*Grade 9, Group Structure, Instructional Materials, Legends, Recreational Activities, \*Self Concept, Testing Identifiers—\*Oglala Sioux

To enable the student to better his self-image, this project endeavors to give the student opportunity to acquire factual knowledge as well as new experience and skills. Through an integrated program of instructional materials, the 9th grade Oglala Sioux student studies the history and culture of the Oglala people on the Pine Ridge Indian Reservation. The basic materials were collected through interviews with Oglala Sioux elders and available reading materials and photographs. The 6 instructional units cover topics such as: kinship structure, land, economy, games, legends, and government. Evaluation was based on pre-testing and post-testing 9th graders with comparative analysis with 9th grade students in a control group. The appended Curricula Guide lists (1) the general principles and objectives of an Indian Studies Curriculum for Pine Ridge Indian Reservation and (2) the concepts, objectives, attitudes, and resources for each unit of the Ninth Grade Oglala Sioux Curriculum. The texts of the 6 units are under separate covers in this report. (Author/FF)

ED 067 173 RC 006 417

Second Annual Report on Government Services in Rural America. Message from the President of the United States Transmitting the Second Annual Report on Government Services in Rural America, Pursuant to the Agricultural Act of 1970.

Executive Office of the President, Washington, D.C.

Report No.—HD-92-287

Pub Date 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agriculture, \*Annual Reports, \*Federal Programs, Human Services, Population Education, Relocation, Resource Allocations, \*Rural Urban Differences, Statistical Surveys, \*Tables (Data)

As required by the Agricultural Act of 1970, the President has submitted to Congress this second annual report on the availability of government and government-assisted services to rural areas. The report pinpoints the strengths and weaknesses of those Federal programs which have a significant impact on rural America and identifies the Administration's efforts to remedy existing deficiencies. Emphasis in this report is given to (1) income and population trends in relation to objectives for balanced growth; (2) the relationship of geographical distribution of Federal outlays to the patterns of population and income change; (3) an evaluation of the allocation of Federal outlays between rural and urban areas with particular reference to education, manpower, health, and welfare services; and (4) recent changes in the allocation of Federal outlays between rural and urban areas. Overall, Federal outlays to urban and rural areas are allocated approximately in relation to the urban-rural populations ratio. It is concluded that some rural areas experienced significant increases in population and income in the past decade, and many did so without the stimulus of added Federal aid. Others declined in population and income despite continued Federal spending in those areas. The recommendations include broadening and expanding rural credit payments to include guaranteed and insured loans for community facilities and establishing industrial and commercial job-creating facilities in rural areas. (HBC)

ED 067 174 RC 006 418

Indian Enrollments and Tuition Waivers at Fort Lewis College. Report to the Colorado General Assembly.

Colorado State General Assembly, Denver. Legislative Council.

Report No.—CLC-R-167

Pub Date Mar 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, College Admission, College Role, Equal Education, Financial Policy, \*Legal Responsibility, \*State Action, \*Student Enrollment, \*Tuition Grants

Identifiers—Colorado, \*Fort Lewis College



The legal and historical developments leading to the tuition-free waivers for American Indians at Fort Lewis College, Colorado, along with such topics as the 1970 change in policy and the decision to limit Indian tuition waivers, are discussed in the 1971 report submitted to the Colorado General Assembly by the Committee on Indian Enrollment Problems, appointed in 1970 by the Legislative Council. The State Board of Agriculture and the college administration actions to limit Indian tuition-free waivers had aroused opposition by Indian students and Indian organizations. However, the committee found that tuition-free admission of Indians was on a collision course with the budgetary limitations set by the General Assembly. The committee examined the moral and legal obligations of the state and recommended House Bill 1452, which, while attempting to resolve questions concerning legal obligations, recommends continuation of the special program of Indian education. The committee also recommended tuition policies for resident and nonresident Indians and suggested possibilities for seeking outside funding. Appendixes include historical legal documents concerning Fort Lewis College and the Colorado Attorney General's legal opinion concerning state law and Fort Lewis College. (FF)

**ED 067 175** RC 006 419  
**Fort Lewis College Indian Tuition Grants: Part II. Legislative Council Report to the Colorado General Assembly.**

Colorado State General Assembly, Denver. Legislative Council.  
 Report No.—CLC-R-178  
 Pub Date Dec 71  
 Note—54p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Committees, \*Enrollment, Federal Aid, Financial Needs, Income, \*Legislation, Nonresident Students, Resident Students, State Officials, \*Student College Relationship, \*Tuition Grants  
 Identifiers—Colorado, \*Fort Lewis College

The objective of Part II of the Colorado Legislative Council's Committee on American Indian Enrollment Problems report is to recommend policies and procedures for dealing with American Indian tuitions and Indian education at Fort Lewis College. The committee members worked with the Colorado congressional delegation and representatives of the U.S. Departments of Interior and Health, Education, and Welfare in an effort to assure adequate funding for the Indian education program and financial assistance for individual Indian students attending Fort Lewis College. Topics discussed include House Bill 1452; the Long Appropriation Bill, Senate Bill 436 (1971); the Joint Budget Committee's 1971 Appropriation Report; Indian enrollment and financial aids during the 1971 fall registration; and the use of the Hesperus Property and the Hesperus Account. Recommendations by the committee cover the following areas: continuation of Indian education, House Bill 1452, tuition grants for Indian students, Federal funding, use of the property at Hesperus, Indian membership on the Experiment Station Advisory Committee, and use of the Hesperus account. Also included are 2 appendixes showing House Joint Resolution 1029 and a chapter of House Bill 1452, "Schools II—State Universities, Colleges, and Academies." In a third appendix, the policy, in accordance with House Bill 1452, governing Indian enrollment and tuition waivers at Fort Lewis College is shown. (FF)

**ED 067 176** 95 RC 006 421  
**Roving Recreation Leader Project: Phase III. Final Report. Evaluation of Roving Recreation Leader Training Guide—An In-Service Training Source for Inner City Youth Service Personnel.**

Illinois State Office of the Superintendent of Public Instruction, Springfield; Illinois Univ., Urbana. Office of Recreation and Park Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date Sep 71  
 Note—98p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Disadvantaged Youth, \*Evaluation Techniques, \*Inservice Courses, \*Recreation, \*Reports, Statistical Analysis, Technical Education, Training Techniques

The objective of Phase III was to determine, via an experimental study, whether the Roving Recreation Leader Training Guide (RRLTG), as developed by the University of Illinois' Office of Recreation and Park Resources, was an effective tool for training and educating Roving Leaders. The subjects in this study, conducted in New York City, were the Youth Services Agency of the Human Resources Administration. Four instruments were designed to test the effectiveness of the training programs given to the Experimental Group and Control Group A. The instruments were designed to measure the abilities of the trainees in these 2 training groups, as well as Control Group B, which received no formal training. The basic hypothesis of this study, therefore, was that Roving Leaders exposed to the training methods and techniques suggested in the guide would be more effective, as measured by the 4 instruments. The findings indicated that Roving Leaders exposed to the methods and techniques suggested in the RRLTG were more effective. Some recommendations for further use of the RRLTG were that it be implemented in those agencies currently offering other training programs or no training programs for their Roving Leaders and that in future experiments, the investigator be permitted greater control over the environment in which the training occurs. A related document is ED 050 212. (HBC)

**ED 067 177** RC 006 422  
**Harkins, Arthur M. And Others**

**The Formal Education of Menominee Indian Children: Recent Educational Background Conditions.**

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.  
 Pub Date Jul 70  
 Note—96p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement, \*American Indians, \*Community Action, Cultural Background, Economic Factors, \*Educational Background, \*Educational Environment, Performance Factors, \*Socioeconomic Status, Tables (Data)  
 Identifiers—\*Menominee Indians

What the Menominee Indian parents and their friends think are the problems with American Indian education in Shawano Joint School District No. 8, Minnesota, is treated in this document, in which, the authors state, the brief text is to be followed by extensive appendixes carefully constructed to provide scarce and relevant materials documenting the generalizations made in the text. The text includes the Menominee Educational Bill of Rights and a summary describing the consolidation of the Shawano School District, the stable school board membership, the school district conditions, the school administrators, the financial situation, a Title III Elementary and Secondary Education Act project, a statement of need, and the Menominee Indian student test performance characteristics. The summary describes generally the educational background conditions pertinent to understanding the problems of Menominee Indian education. The appendixes include a document on the "Operations of Office of Education (Conflict of Interest—Proposed Grant for Computerized Classroom)"; an article, "Cultural Absorption Threatens Tribe"; further test performance data on Menominee Indian children; and newspaper clippings dating from the summer of 1966 to July 20, 1970. (FF)

**ED 067 178** RC 006 423  
**Ferrari, Alfonso Trujillo**  
**Influence of Industrialization in the Campinas Rural Region.**

Pub Date 72  
 Note—61p.; Paper prepared for Third World Congress for Rural Sociology, Baton Rouge, Louisiana, 1972.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, \*Agriculture, \*Economic Factors, Electrical Appliances, Family Life, Health Services, \*Industrialization, Mass Media, Middle Class, Pollution, \*Rural Areas, Rural Population, \*Social Values

Identifiers—\*Brazil

The Campinas region of Brazil was studied to determine if the introduction of industrial plants in rural areas influenced the life of the rural population. The purpose of this study was to ob-

tain an insight into the manner by which the industrialization influence is functioning in the Campinas rural area. The region and its rural population were described in terms of the following topics: the level of social contacts, mass communication, educational aspirations, agricultural development, home appliances, sanitation level, pollution in the surroundings, the rural middle class, and change in the rural worker's social values. Major conclusions were that industrialization tends to increase social contacts, that the presence of means of communication denotes a higher level of industrialization impact on the traditional rural society, that exposure to industrialization creates changes in the class structure and in housing, and that the arguments surveyed were not sufficient to show change of the rural man's social values under the impact of industrialization. (PS)

**ED 067 179** RC 006 424  
**Floyd, Harold William**  
**A Study of Student Rights and School Authority with Regard to Long-Term Suspensions.**

Pub Date Sep 72  
 Note—117p.; Specialist in Education thesis submitted to New Mexico State University, Las Cruces, N. Mex., September 1972

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Authoritarianism, Changing Attitudes, \*Civil Rights, Community Attitudes, \*High School Students, Legal Problems, \*Mexican Americans, School Role, Social Values, \*Student School Relationship, \*Suspension  
 Identifiers—Las Cruces, New Mexico

The specific objectives of this study were to survey the implementation at Las Cruces High School, New Mexico, of an appeal board through which students may appeal suspension recommendations of over 5 days; to review the issues behind the student rights movement; to define and evaluate the invariant structure of authority in the school; to evaluate the attitudes of students, parents, and teachers regarding the "new due process"; and to establish or disestablish validity for the hearing board. Questionnaires were distributed to teachers, students, and parents of students at Las Cruces High School. The answers for the various subgroups were calculated into percentages and categorized, according to the 8 questionnaire items, into 3 or 4 possible answers. Major findings were that analysis of student rights, due process, and administrative procedures cannot be made apart from analysis of institutional goals with regard to student offenders and that the majority of respondents value responsibility to the school. (PS)

**ED 067 180** RC 006 425  
**Cahn, Edgar S., Ed. Hearne, David W., Ed.**  
**Our Brother's Keeper: The Indian in White America.**

Pub Date 69  
 Note—193p.  
 Available from—World Publishing Co., 110 East 59th Street, New York, New York 10022 (\$3.95 plus handling)

**Document Not Available from EDRS.**

Descriptors—\*American Indians, Boarding Schools, Bureaucracy, Cultural Background, \*Education, \*Government Role, \*Health Services, Human Living, \*Land Use, Reservations (Indian), Role Conflict, Socioeconomic Influences, Tribes

The text describes the American Indian's frustrations with his closed world, which thwarts and penalizes individual and tribal self-realization, which rewards and perpetrates dependency, and which demands alienation from one's heritage as a price for survival. American society is described as arrogant and as attempting to insure that by systematic effort it will destroy or absorb the American Indian. The book is divided into 4 parts. Part 1, "Pieces of a Puzzle," includes anecdotes gathered by listening to Indians on reservations, at ceremonial camp fires, in hogans or houses or huts, on the banks of the Columbia River, in upper state New York, Alaska, New Mexico, California, Oklahoma, the Dakotas, Nevada, and the Havasupai Canyon. Part 2, "How Not to Help A People Help Themselves: A Selective Examination of Governmental Approaches to Indians," is subdivided into Education as War, White Man's Medicine: The Indian and the Public Health Service, Indian Land—A Dwindling Asset, and Bureau of Indian Affairs' 3 Lessons. Part 3, "Barriers to Change" includes A

Case Study in Bureaucracy, The Compromised Advocate, and Winning the West: Congress' Unfinished Business. In Part 4, "Civilizing the White Man," the American Indian's contributions to the white man are listed. A Postscript, Where Do We Go From Here, suggests that the American Indians should be allowed to shape their own policies and priorities. (FF)

ED 067 181 RC 006 428

Bowd, Alan D.

The Structure of Mechanical Aptitude in Several Cultural Environments.

Pub Date Jun 72

Note—13p.; Paper presented at the Annual Meeting of the Canadian Psychological Association, Montreal, Canada, June 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, \*American Indians, \*Cross Cultural Studies, \*Cultural Environment, Factor Analysis, Intelligence, Language, \*Mechanical Skills, Psychology, Socioeconomic Status, \*Technology, Vocational Interests

Identifiers—Canada

The objectives of this study were to examine some variations in the structure of those abilities generally considered to constitute mechanical aptitude and to focus attention on the problem of comparing factorial structures arising in different cultural groups. The sample was composed of 172 boys, aged 12 to 14, from 5 separate Canadian communities. Cultural environment was assessed by a questionnaire administered to the boys, and mechanical aptitude was measured through the use of a battery of 8 standardized tests. The results of the study suggested that extensive differences exist in the patterning and levels of ability among groups of Canadian boys from diverse cultural environments. (PS)

ED 067 182 RC 006 429

Bilingual Education Project, Santa Clara County, California. Final Report, 1972.

Santa Clara County Office of Education, San Jose, Calif.

Pub Date 1 Jul 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Community Involvement, Curriculum Evaluation, \*Early Childhood Education, Internship Programs, Low Income Groups, \*Mexican Americans, \*Preschool Programs, Reports, \*Spanish Speaking, Tutoring

The Spanish Dame Bilingual Education Project, located in Santa Clara County, California, served 190 children who came from homes where the primary language was Spanish and who resided within the target area schools of the Alum Rock School District. The objectives of the preschool project were (1) to demonstrate a home-teaching procedure designed to improve the concept formation and language development environment of 80 children, ages 3-4; (2) to train 16 women from the community as home tutors; and (3) to give training to the mothers of the project children for improvement of their teaching techniques with their own children. The in-school project, for children in grades K-2, attempted to improve their language skills in Spanish and to provide a basic level of fluency in English. Some topics discussed are the training of paraprofessionals as home tutors; the development of a 1st and 2nd year curriculum in English and Spanish with the activities taught in Spanish; the instructional equipment and materials used; the parent-community involvement; the responsibilities of the project manager, preschool coordinator, in-school coordinator, and community resource assistant; and the implementation of a home intervention program, to include funding, personnel, training center, fringe benefits, substitutes, and evaluation instruments. (HBC)

ED 067 183 RC 006 430

Marra, John Leslie

Career Orientations of High School Seniors in an Appalachian Coal Mining County.

Pub Date 71

Note—110p.; Master's thesis submitted to West Virginia University, Morgantown, West Virginia

Available from—Inter-Library Loan from West Virginia University, Morgantown, West Virginia

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Career Planning, College Attendance, Cultural Factors, Economic Factors, \*Educationally Disadvantaged, \*Employment Opportunities, Migration Patterns, \*Rural Youth, \*Seniors, Social Influences

Identifiers—\*Mingo County, West Virginia

An exploratory study focusing upon the career choosing patterns of high school seniors in a relatively isolated, coal-mining county of West Virginia is reported in this paper. The 2 basic hypotheses examined were that rural youth from upper status family backgrounds will have higher status career orientations than those from lower status family backgrounds and that the pattern of career orientation of youngsters from coal-mining families is different from that of youngsters from other non-coal families. The study population consisted of the predominantly white male and female graduating seniors from all 6 high schools in Mingo County. Data were collected by a self-administered questionnaire. Findings included that the first hypothesis was supported, that the data did not support the second hypothesis, that educational achievement is a strong factor in providing a condition that affects career ambitions, that youngsters in the manual-worker, non-coal families are more inclined than youngsters from coal families to have been influenced by parental interest, and that the patterns of career orientations of youth living in other areas of the United States are similar to those of youth in Mingo County. (PS)

ED 067 184 RC 006 431

Piper, Richard, Comp.

Program of In-Service Education for Teachers.

Hispanic Urban Center Evaluation Report.

Los Angeles Unified School District, Calif.

Pub Date 10 Jul 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Attitude Tests, \*Cultural Awareness, Curriculum Evaluation, Educational Problems, \*Inservice Teacher Education, \*Measurement Instruments, \*Mexican Americans, Reports, Statistical Analysis, Tables (Data), Workshops

Identifiers—\*East Los Angeles

Conducted under the auspices of the City of Los Angeles, East/Northeast Model Cities Program, and the cooperation of the Los Angeles Unified School District and Occidental College, this report covers the testing of 158 participants (principals, coordinators, and teachers from East Los Angeles elementary schools) in a program of in-service education titled "The Mexican American in the Schools." The objective of the research was to change teacher perceptions and behavior with respect to Mexican American students. The methodology utilized included a multimedia approach, instructor lectures, a simulation game, and home and community visits. A special inventory of beliefs was devised to discover the perceptions that educational personnel in East Los Angeles have about the nature and incidence of problems encountered by Mexican Americans on the east side. As measured by the pretest and posttest inventories, it was concluded that changes in perception were small but did move consistently in a positive direction. Some recommendations for course improvement were that the specifics of the conflict between middle class American values and Mexican values should be identified and taught, and that specific values in the Mexican educational tradition and the ways in which American schools can relate to those values should be taught. The inventory of beliefs is included in the appendix. (HBC)

ED 067 185 RC 006 437

Kuvlesky, William P. Dietrich, Kathryn (Thomas)

A Longitudinal Study of Blacks' Perceptions of Race Relations: A Study of Village Blacks in a Southern Area.

Texas A and M Univ., College Station, Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—TAES-H-2906

Pub Date Feb 72

Note—29p.; Paper presented at annual meetings of the Association of Southern Agricultural Workers, Richmond, Virginia, February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, Depressed Areas (Geographic), \*Discriminatory Attitudes (Social), Field Studies, Integration Effects, \*Negro Mothers, \*Race Relations, \*Rural Areas, Statistical Analysis, \*Tables (Data)

Identifiers—\*East Texas

The intent of this research was to explore the dynamics of race relation orientations among blacks using recent panel data from a sample of 52 black homemakers residing in 2 selected East Texas villages. Specifically described is the extent of changes noted during the 1-year study period extending from the spring of 1970 to the spring of 1971 in (1) the respondents' perceptions of racial prejudice directed toward them by local whites, (2) their desire for racial integration, and (3) their perception of the possibility for racial integration in the local area. A general and consistent change was observed for all 3 orientations toward race relations to become less extreme over the 1 year: although still perceiving high white prejudice in 1971, it decreased from 1970; the polarized state of the respondents toward extreme positions on desire for integration in 1970 softened in 1971; there was a tendency for fewer blacks to desire a high degree of racial integration; by 1971 almost all respondents perceived integration as possible in most social contexts, except the church. Other more specific findings were reported on change relative to specific situational contexts and suggestions offered for future research. Appendixes include a description of the study county, the race relations instruments, and the distribution of responses to "Perceived Prejudice" items at the 2 points in time. A related document is ED 053 828. (Author/HBC)

ED 067 186 RC 006 438

Sasser, Connie

Motor Development of the Kindergarten Spanish-Speaking Disadvantaged Child.

Pub Date Aug 70

Note—46p.; Master's thesis submitted to Texas Woman's University, Denton, Texas

Available from—Inter-Library Loan from Texas Woman's University, Denton, Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Disadvantaged Youth, \*Kindergarten Children, \*Mexican Americans, \*Motor Development, Psychomotor Skills, \*Spanish Speaking, Tables (Data)

The purpose of this study was to determine whether an experimental group of kindergarten age, Spanish-speaking, disadvantaged children could make significant gains in motor skills when given a concentrated motor development program. The sample consisted of 32 students, 17 students in the experimental group and 15 students in the control group, attending kindergarten classes in San Antonio, Texas. A concentrated motor development program was given to the experimental group for a period of 7 weeks. The control group was given no extra motor activities other than free outside play. Pre-test and post-test scores, Ayres' Perceptual Motor Test was used, indicated that gains in the bilateral rhythms, body balance with vision, body balance without vision, and skin design tests were significant for the experimental group. Gains on the gross motor planning test and the draw-a-man test were found not to be significant. (PS)

ED 067 187 RC 006 441

Scholarships for American Indians, 1972.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 72

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*American Indians, \*Educational Finance, Federal Programs, \*Higher Education, Opportunities, \*Scholarships, State Federal Aid, Veterans, \*Vocational Education

Identifiers—Bureau of Indian Affairs (BIA)

The 1972 scholarship booklet for American Indians presents pertinent information on scholarship opportunities specifically designated for college-bound Indian youth. The booklet is divided into 2 sections. Chapter 1 reflects American Indian aid avenues. Chapter 2 is a compilation of available Federal and state student aid programs. Each chapter is subdivided into special emphasis categories. In chapter 1, the sub-sections dealing with Career Planning, Primary Scholarship Sources, and Financial Aid Overviews are designed to create an early interest and a working understanding of post-high academic pursuit. The

sub-section American Indian Opportunities provides a current synopsis of well over 100 specific sources of aid and defined information regarding the Bureau of Indian Affairs Higher Education Program. In chapter 2, sub-section A and B define a number of Federal and non-Federal sponsored undergraduate and graduate programs by specific category. Sub-section C is dedicated to available graduate programs, while sub-section D lists a number of post-doctoral training assistance programs. Sub-section E is a current listing of state-by-state student financial assistance resources. The bibliography provides an alphabetical catalogue of sources of information pertaining to colleges, careers, and financial assistance for Indian students. (Author/FF)

ED 067 188 RC 006 443

Garrett, Edwin B., Comp.

**The Rural Education Improvement Project. Overton County, Tennessee, Five-Year Comprehensive Report (July 1, 1967-June 30, 1972).**

Overton County Board of Education, Livingston, Tenn.

Pub Date 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication Skills, Cultural Enrichment, \*Early Childhood Education, \*Family Involvement, Industrial Education, In-service Teacher Education, Paraprofessional School Personnel, \*Rural Education, Secondary Education, Statistical Analysis, \*Tables (Data), Unit Costs

Identifiers—\*Overton County, Tennessee

Prepared by the Overton County Rural Education Improvement Project Director for Overton County, Tennessee, this 4-section report covers the period from July 1, 1967 to June 30, 1972. Section 1 provides demographic and school data including the current county population, industrial expansion in the county, 1967-72 school population, a map of Overton County and its schools, and a map of Tennessee. A report of school project interventions comprises section 2. Projects for communication skills development, family involvement, cultural enrichment, teacher education, nonprofessional aide service, and tool technology and integrated industrial arts are evaluated. Questionnaire responses made by 103 teachers and principals at an in-service session, 1968-69, are summarized in tabular form. A 2nd table displays the level of educational attainment of Overton County teachers comparing the years 1967 and 1972. Section 3, the evaluation of pupil achievement, contains a verbal and graphical presentation of pre- and post-testing in communication and computation skill development (K-12) and social studies and science (6-12). The financial report, section 4, discusses general and detailed disbursements and available funds for 1967-72. Table 3 in appendix A displays highlights of the project interventions, 1967-72. (HBC)

ED 067 189 RC 006 444

Garrett, Edwin B., Comp.

**The Rural Education Improvement Project. Overton County, Tennessee, Fifth Annual Comprehensive Report (July 1, 1971-June 30, 1972).**

Overton County Board of Education, Livingston, Tenn.

Pub Date 72

Note—189p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, \*Communication Skills, Cultural Enrichment, \*Early Childhood Education, \*Family Involvement, Industrial Education, Inservice Teacher Education, Paraprofessional School Personnel, \*Rural Education, Secondary Education, Statistical Analysis, \*Tables (Data), Unit Costs

Identifiers—\*Overton County, Tennessee

Prepared by the Overton County Rural Education Improvement Project Director for Overton County, Tennessee, this 8-section report covers the period from July 1, 1971 to June 30, 1972. Section 1 provides demographic and school data which includes the current county population, industrial expansion in the county, and the current school population. Section 2 reports on project interventions. Projects for communication skills development, family involvement, cultural enrichment, integrated vocational education (building trades), nonprofessional aide service, and teacher education are evaluated. Verbal and

graphical presentations of pre- and post-testing in communication and computation skill development (K-12) are included in sections 3 through 6. Special projects for remedial reading (grades 2-11) and building trades (grades 11-12) are described in section 7. The financial report in section 8 presents general and detailed disbursements and available funds for 1971-72. Appendix A displays special events in the in-service education programs, while appendix B presents the project's governing board. (HBC)

ED 067 190 32 RC 006 445

Spinks, Nellie J., Comp.

**Early Childhood Education for Migrants: An Evaluation of Behavioral and Physical Change. Research Monograph No. 3.**

Lowndes County Schools, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Change, \*Early Childhood Education, Enrichment Activities, \*Evaluation, Language Development, \*Migrants, Physical Development, \*Psychomotor Skills, Self Concept

The general objectives of the program for migrant children were to maximize the educational potential of the migrant child and to increase the probability of a successful educational experience in the public schools. A total of 21 students ranging in age from 4 to 5 1/2 years were enrolled in the kindergarten class. Two races were represented with 71.4% Negro and 28.6% Caucasian. The Hoffman Migrant Preschool Checklist was used to assess the areas of self-concept, language development, specific psychomotor skills, and expanded experiences. The checklist was completed on each child at the beginning of the program and at the conclusion of the program. Weight gains were the only physical changes measured. Each student was provided breakfast and lunch daily at school. Each student also received a physical examination, dental care, and professional help as needed. Major conclusions, based on an analysis of data, were that the behavior of the migrant participants in the preschool project appears to have changed in a positive direction in terms of self-concept, language development, specific psychomotor skills, and mastery of expanded experiences and that there was a small increase in pounds gained during the treatment period. (PS)

ED 067 191 32 RC 006 446

**The Utah Migrant - An Education Survey.**

Utah State Board of Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 1 Dec 71

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classroom Materials, Curriculum Development, \*Educational Needs, Ethnic Groups, Housing Deficiencies, Human Services, \*Migrant Education, Migrant Health Services, Program Administration, Self Actualization, Summer Schools, \*Surveys, \*Tables (Data)

Identifiers—\*Utah

A joint project between the Utah State Board of Education's Division of General Education and the Planning Unit, this survey was conducted for the purpose of harvesting concerns relevant to the total migrant educational program in Utah. The term "concern" refers to an area of apprehension or uncertainty in the area of migrant education. Formal questionnaires, informal "speak-up" sessions, and informal interviews were utilized to obtain data from staff members, parents, and students. It was determined that the concerns relative to educational materials and equipment included culturally relevant materials, recreational and classroom equipment, bilingual materials, and background information on students. Some concerns relative to the administration of the migrant program included interim and remedial programs, consultants for specialized areas, the migrant workshop, the teacher aide program, information dissemination to parents, district staff coordination, and prescheduling of health services. Relative to the auxiliary services were health and food services. Self-image and social development were concerns relative to the

student. Related concerns included adult education, housing, and the day-care center. A synopsis of concerns harvested for each of the 7 districts and the formal instruments used to aid in the harvesting of concerns are included in the appendix. (HBC)

ED 067 192 RC 006 447

Lewis, Jane S. And Others

**Food Buying Practices of Mexican Americans in East Los Angeles.**

Pub Date 27 Jun 72

Note—6p.; Paper presented at American Home Economics Association Meeting, Detroit, Michigan, June 27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Eating Habits, Employment, \*Food, Income, \*Mexican Americans, \*Nutrition, Preschool Children, \*Purchasing, \*Urban Areas

Identifiers—\*East Los Angeles

As part of a pilot study of the nutritional status of Mexican American preschool children attending Head Start in East Los Angeles in the spring of 1969, questions were asked concerning their families' buying and food practices. This paper reports on the information obtained from the 21 questionnaires which were returned. Answers to the following questions are discussed: (1) parents' place of birth; (2) size of the families and age of the family members; (3) parents' employment and income; (4) range of food costs per person; (5) families using food stamps; (6) how often, where, and by whom the shopping was done; (7) what influenced their food purchases; (8) types and quantities of food bought; and (9) the type of milk used and where it was bought. The pilot study indicated that these families on a very limited budget provide diets for their preschool children which are adequate in most nutrients. (NO)

ED 067 193 RC 006 448

Lewis, Jane S. And Others

**A Pilot Survey of Food Frequencies, Meal Frequencies and Meal Patterns of Preschool Children in East Los Angeles.**

Pub Date 27 Jun 72

Note—16p.; Paper presented at American Home Economics Association Meeting, Detroit, Michigan, June 27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Dietetics, Eating Habits, \*Mexican Americans, \*Nutrition, \*Preschool Children, Questionnaires, \*School Surveys, Tables (Data)

Identifiers—\*East Los Angeles

The food frequency, meal frequency, and meal patterns of a group of Mexican American children attending Head Start in East Los Angeles and their siblings were studied. Fifty dietary questionnaires in English and in Spanish with written instructions were distributed to parents. Parents were asked to record for a 3 day period the eating time, type and amount of food eaten, how food had been prepared, and how the child accepted the food, as well as the usual frequency that he ate various foods. For this study, 25 of the diet records and 23 of the questionnaires were useable. The 25 diet records were examined using the 4 basic food groups. This paper discusses (1) the number of servings for all food groups consumed by the children, (2) the number of servings per day of the 4 food groups, (3) how often various foods were eaten during the 3 days, (4) the mean frequency which mothers reported their children generally ate various foods, (5) mothers' estimates of snacks eaten by their children, (6) the types of snacks, (7) how often the children ate various snacks, (8) the number of times various meals contained the 4 food groups, (9) the meal patterns by food groups, and (10) the cooking method most frequently used. The diet records and questionnaires indicate that the children's intake of milk and meat are generally adequate but that the number of servings of fruits and vegetables are frequently inadequate. The findings are presented in 10 tables of data. (NO)

ED 067 194 RC 006 452

Lopez, Thomas R., Jr.

**New Mexico and Cultural Pluralism.**

Pub Date 17 Apr 71

Note—17p.; Paper prepared for the Midwest Regional Meeting, Comparative and International Education Society, East Lansing, Michigan, April 16-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—American Indians, Anglo Americans, Bibliographic Citations, \*Bilingualism, Cultural Differences, \*Cultural Pluralism, Culture Lag, \*Language, \*Mexican Americans, \*Religion, Social Mobility, Urbanization  
Identifiers—\*New Mexico

In this paper, the cultural pluralism which exists in New Mexico is discussed. Most citizens of New Mexico have been placed in 1 of 3 categories: Indians, Anglo-Americans, and Spanish Americans. Since Spanish and English are the official languages of New Mexico, making it the only officially bilingual state, the Spanish American culture is discussed in greater detail than the other cultures. Cultural pluralism is discussed in terms of such factors as language, history of the people, terminology in connection with the Spanish population, cultural differences with regard to the rest of the United States, religion, social mobility, and assimilation. Spanish American culture is compared to the Mexican American culture known elsewhere in the United States. Bibliographical notes on some general historical works about Mexican Americans of the Southwest or of New Mexico are appended. (NQ)

ED 067 195 RC 006 453

Kleinfeld, Judith

Alaska's Urban Boarding Home Program: Interpersonal Relationships Between Indian and Eskimo Secondary Students and Their Boarding Home Parents.

Alaska Univ., College. Inst. of Social, Economic and Government Research.

Pub Date 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, \*Boarding Homes, \*Eskimos, Interaction, \*Interpersonal Relationship, Parent School Relationship, Parent Student Relationship, Rural Youth, \*Secondary School Students, Social Exchange Theory, Test Results, Typology, \*Urban Areas  
Identifiers—Alaska, \*Athabaskan Indians

The study explores the interpersonal tensions that develop in an exceptionally intimate and ambiguous cross-cultural relationship—that of Alaska's urban boarding home parents and the Athabaskan Indian and Eskimo adolescents placed in their homes while attending urban secondary schools. Many of the students are from remote Alaskan villages which do not have high schools. From the perspective of social exchange theory, this study considers how the mutual exchange of rewards and costs in the boarding home parent-student relationship influences each party's level of satisfaction. Rather than focusing on the characteristics of rural students who successfully adjust to the urban environment, attention is given to the characteristics of boarding home parents who develop satisfactory relationships with students. The method of obtaining information consisted primarily of interviewing boarding home parents and students. Three recommendations were made: (1) a system of high school options is needed in rural secondary school planning; (2) as other secondary school alternatives become available to rural students, the Boarding Home Program should become much more selective in the types of boarding home parents chosen; and (3) the role of the boarding home parents should be defined in a way that confirms the status and legitimate authority of the student's natural parents. In the 3 appendixes, test scores are presented in tabular form, methodology is discussed, and the interview forms are shown. (FF)

ED 067 196 RC 006 454

Dockstader, John, Comp.

The Forgotten People...

Native Council of Canada, Ottawa (Ontario).

Pub Date Mar 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, Anthropology, \*Disadvantaged Groups, Governing Boards, Group Status, Individual Power, \*Political Power, \*Recognition, \*Self Actualization  
Identifiers—Canada, \*Metis

The plight of the approximately 500,000 Metis, people of Indian and mixed blood, and Non-Status Indians, people of Indian ancestry who have lost their status for one reason or another, has been ignored both by the Federal Government and the Provincial Governments of Canada.

The Metis and Non-Status Indians have won group recognition by organizing themselves in the different provincial areas of Canada. The Native Council of Canada, organized by the Metis and Non-Status Indians to serve them at the Federal level by working with the Federal government agencies and departments, parliamentarians, the National Indian Brotherhood, Inuit Tapirisat of Canada, and other organizations, is working to achieve the goal for the Metis and Non-Status Indians of full native participation in the mainstream of Canada's social, cultural, and economic life. Photographs of "The Forgotten People" and maps of Canada's provincial areas are included. (FF)

ED 067 197 95 RC 006 455

Owens, Thomas R. Hernandez, Rebecca F.

Final Evaluation Report for the Santa Clara County Bilingual/Bicultural Education Project (Spanish Dame School Project).

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-6-0-9-140163-3473(280)

Pub Date Jun 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Biculturalism, \*Bilingual Education, Community Involvement, \*Cultural Awareness, Curriculum Development, \*Early Childhood Education, \*Evaluation, Language Arts, Parent Participation, Tables (Data)

Detailed descriptions of (1) evaluation of instructional objectives, (2) curriculum development, (3) staff development, (4) community/parent involvement, and (5) project management are presented in this final evaluation report. The sample for this study consisted of bilingual students in 3 groups: 80 preschool children, 2 kindergarten classes, and 1 first grade class. The project classes were compared with characteristically similar children not in a bilingual program. The instruments used to assess children's performance were the Test of English Grammar and Vocabulary, the Betty Caldwell Cooperative Preschool Inventory Test, the Vocabulary and Concept Comprehension Test, the Cultural Esteem Index, a modification of the Children's Self-Concept Index, and the Cooperative Primary Test. Sixteen distinct objectives of the program were evaluated. Conclusions based on the evaluation were that the Spanish Dame School Project has achieved an outstanding record in teaching English and Spanish to the preschool, kindergarten, and first grade children who have participated; that the project has demonstrated its ability to equal or exceed traditional school programs in school readiness, reading and mathematics; and that the parents of participating children actively supported the project. (PS)

ED 067 198 RC 006 457

Roberts, W. Glyn Whyte, Harold R.

SEARCH and AIDE. A Report of Two Field Oriented Projects.

Alberta Human Resources Research Council, Edmonton.

Pub Date Aug 72

Note—242p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Attitudes, \*Educational Research, \*Evaluation, Field Instruction, High School Students, \*Human Resources, Innovation, \*Rural Areas, \*Rural Urban Differences, Small Group Instruction, Social Change  
Identifiers—\*Alberta

Two educational field development projects of the Alberta Human Resources Research Council are described in this report. The first section of the report contains the basic documentation of SEARCH, the second section documents AIDE, and the third section lists outcomes, observations, and recommendations developed from these projects. The overall purpose of Project SEARCH was to develop ways and means of increasing educational opportunities and improving educational programs for rural youth of high school age. The general purpose of Project AIDE was to assist educators in improving their skills and mechanisms for managing change and to facilitate the development of more adequate change managing models. Recommendations and observations were based on the experiences of the observers, who were also participants. Major recommendations include that personnel responsible for

the management of a project should be concentrated in 1 locale, that definition of roles and responsibilities should be formulated in the planning phase, that adequate provision must be made for the acquisition of skills and information, that those persons who are to assume primary responsibility should be heavily involved in all planning activity, that all capital resources be allocated at the time the plans for the project are approved, and that plans should include provision for monitoring, documentation, and evaluation. (PS)

ED 067 199 32 RC 006 458

Handbook & Guidelines: Migrant Education. Revised Edition, February 1972.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Feb 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Disadvantage, Evaluation, Financial Policy, \*Instructional Programs, \*Migrant Child Education, Parent School Relationship, \*Program Development, Project Applications, Staff Improvement, \*State Agencies, Student Records  
Identifiers—\*Uniform Migrant Student Transfer Record

The national goals and the migrant sections of Title I of Public Law 89-750, Public Law 90-247, and Public Law 91-230 are described in this handbook and guidelines for migrant education. Washington State regulations and the national guidelines pertaining to migrant education are also described. An overview and administrative responsibilities list are presented along with information on the following topics: project development, the Uniform Migrant Student Record Transfer Record, project application, project amendment, basic criteria for approval of projects, and fiscal administration. A bulletin on racial designation on pupil records and instructions for completing the application for migrant education funds under Title I, Elementary and Secondary Education Act, are attached. (PS)

ED 067 200 32 RC 006 459

Washington State Migrant Programs. Annual Report and Evaluation, 1970-71.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, \*Compensatory Education, \*Evaluation, Home Visits, Instructional Materials, \*Migrant Children, \*Migrant Education, Minority Groups, Personnel, Rural Areas, \*Summer Programs, Teacher Education  
Identifiers—\*Washington State

The compensatory educational program for migrant children in the State of Washington consisted of regular term education projects, summer school projects, and 2 centers operated for the purpose of training teachers and aides. The purpose of the migrant student education projects was to deliver compensatory instruction and services designed to provide migrant students with an equal opportunity. Four broadly stated objectives discussed and evaluated in the report are language development, health, the record transfer system, and project monitoring. Accomplishments of the summer term program and some exemplary or innovative features of programs are described. Major findings include that the migrant program met its objectives, that participation of migrant parents in determining program purpose and objectives was strong throughout the state, and that the weakest part of the program was the evaluative function and the reporting of project effect. Nine recommendations are made for program improvement. Information on teacher and teacher aide training and an overview of summer migrant programs are included. Related documents are ED 047 883 and ED 047 884. (PS)

ED 067 201 32 RC 006 460  
Click, James O.

Handbook for Washington State School District  
Migrant Education Advisory Councils, 1972.

Washington Office of the State Superintendent of  
Public Instruction, Olympia.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Office of Programs for the  
Disadvantaged.

Pub Date 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Advisory Committees, Commu-  
nication Skills, \*Community Attitudes, Commu-  
nity Resources, \*Compensatory Education,  
Leadership Training, \*Migrant Education,  
\*Parent School Relationship

Identifiers—\*Washington State

The purpose of this handbook is to help  
parents of migrant children to understand the  
purpose and program of the Elementary and  
Secondary Education Act, Title I Migrant, and to  
inform them about their role on the Title I  
Migrant Parents Advisory Council (PAC). The  
composition of the advisory councils, which in-  
cludes resident parents from the school district  
(administrators, teachers, or aides), from agencies  
other than public schools which are involved in  
the education of migrant children, from commu-  
nity organizations, and from agencies which pro-  
vide health and welfare services to migrants, is  
described in detail. The role and operation of ad-  
visory councils, training of advisory council mem-  
bers, and suggestions for the advisory council  
chairman are also described. Additional informa-  
tion includes a glossary of terms, a sample bylaws  
for advisory councils, and selected references.  
(PS)

ED 067 202 RC 006 464  
Rosenstein, Irwin, Comp. Donaldson, George W.,  
Comp.

Outdoor Education: A Guide for Planning Re-  
sident Programs.

New York State Education Dept., Albany. Bu-  
reau of Elementary Curriculum Development.

Pub Date 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, \*Evaluation,  
Financial Support, Learning Experience, \*Out-  
door Education, \*Personnel, Program Budget-  
ing, \*Program Planning, \*Resident Camp Pro-  
grams, Resources, Site Selection, Teacher Role  
Identifiers—\*New York State

The purpose of this guide is to provide school  
district administrators and teachers with guidance  
and direction in the planning and conduct of re-  
sident programs of outdoor education. Methods  
for planning and financing the program, selecting  
the site and personnel, determining the role of  
the classroom teacher, and identifying resources  
are described. Activities to be used in the pro-  
gram are listed along with suggested evaluative  
techniques. Additional material presented in-  
cludes the New York State Education Law, the  
New York State Sanitary Code, evaluation forms,  
and a list of resident outdoor education centers in  
New York State. (PS)

ED 067 203 RC 006 465  
Kuvlesky, William P.

Children Who Are Short-Changed: Rural Blacks  
and Chicanos.

Texas A and M Univ., College Station. Texas  
Agricultural Experiment Station.

Spons Agency—Department of Agriculture,  
Washington, D.C.

Report No.—TAES-H-2811

Pub Date 18 Oct 72

Note—24p.; Paper prepared for joint meetings of  
Rural Education Association and American As-  
sociation of School Administrators, Philadel-  
phia, Pennsylvania, October 15-18, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Language Handicaps, \*Mexican  
Americans, \*Negroes, \*Occupational Aspira-  
tion, Rural Urban Differences, \*Rural Youth,  
\*Social Mobility, Statistical Analysis, Tables  
(Data)

Relevant problems facing rural Blacks and  
Chicanos are discussed in this paper. It is argued  
that the "American Dream" creates unrealisti-  
cally high aspirations and expectations for rural  
youth and the disadvantaged minorities. If rural  
youth do not choose to migrate to the urban cen-

ters, their only alternative is to take whatever em-  
ployment is available in their local community,  
thereby limiting paths for broader occupational  
and social mobility. If they migrate to the  
metropolis, greater limitations for social mobility  
are suffered owing to socially structured impedi-  
ments in their background environments, their  
perceptions and self-conceptions, and the nega-  
tive attitudes other members of the society hold  
toward them. Rural versus urban youth, rural  
Blacks and Chicanos, rural Black youth in the  
South, and Chicano youth in the Southwest are  
additional topics of concern. It is suggested that  
strong and widespread social support for a high  
priority national policy coupled with massive  
funding aimed at serving rural youth's educa-  
tional and employment needs be developed. Also,  
the concepts of formal education and educational  
programs, the use of advanced technology, and  
the use of nonschool mechanisms having educa-  
tional potential need to be thoroughly reviewed.  
(HBC)

ED 067 204 32 RC 006 466  
Wisconsin Migrant Education Program. 1971  
Evaluation.

Wisconsin State Dept. of Public Instruction,  
Madison.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Office of Programs for the  
Disadvantaged.

Pub Date 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Involvement, Informa-  
tion Dissemination, \*Inservice Programs,  
\*Migrant Education, \*Program Coordination,  
\*Program Evaluation, Self Directed Class-  
rooms, Staff Utilization, Student Teacher Ratio  
Prepared by the Wisconsin Department of  
Public Instruction, this 1971 Migrant Education  
Program evaluation reports on the uniqueness of  
the migrant program in Wisconsin. The training  
of 5 teenagers in dramatics in the Lake Mills pro-  
ject, the open classroom program in Wantoma,  
the camping experience activity in the Oakfield  
project, and the student council and community  
involvement activity in the Watertown project are  
briefly described as exemplary projects or activi-  
ties. Grade placement of the 1,495 children ac-  
tually served in the summer and fall programs  
was facilitated by evaluations by the staff after  
observing the children for a few days in the pro-  
gram. The teacher-pupil ratio was extremely low  
owing to a severe cutback in labor in the area.  
Interrelationship with regular Title I programs,  
coordination with other programs, inservice train-  
ing, non-public school participation, interstate  
and intrastate dissemination, community involve-  
ment, program effectiveness, special vocational  
areas, supportive services, and staff utilization are  
additional topics of discussion. New programs in-  
clude the Stevens Point School District's program  
at Lena, the Oakfield School District's program  
at Lamartine, and programs operated during the  
1971 program year using 1970 carry-over funds.  
Program application-agreement forms for break-  
fast, lunch, and commodity distribution comprise  
a portion of the appendix. (HBC)

ED 067 205 RC 006 471

Cosby, Arthur G. Picou, J. Steven

Occupational Choice and Perceived Goal-  
Blockage: Residential and Racial Comparisons.

Texas A and M Univ., College Station. Texas  
Agricultural Experiment Station.

Spons Agency—Department of Agriculture,  
Washington, D.C.

Report No.—USDA-CSR-S-81

Pub Date Feb 72

Note—26p.; Paper presented at the Rural  
Sociology Section of the ASAW Meetings,  
Richmond, Virginia, February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, Economic Factors, Edu-  
cational Background, Expectation, \*Negro  
Youth, \*Objectives, \*Occupational Choice, Ra-  
cial Factors, \*Rural Urban Differences, \*Rural  
Youth, Social Mobility, Socioeconomic Status

The purpose of this paper is to examine some  
factors which may have an effect on occupational  
choice and perceived goal-blockage of high  
school students in 2 selected geographical areas.  
The factors examined are residence, race, educa-  
tion, and self-concept. Group I consisted of 264  
male and female black high school seniors in  
Louisiana. The rural subsample consisted of 157

students, 67 male and 90 female. Group II con-  
sisted of 484 high school students in 15 East  
Texas high schools who were interviewed in both  
their sophomore and senior years. The second  
sample was designed to insure the inclusion of  
male, female, black, and white students. Major  
findings were that lower-class southern rural and  
urban black youth have relatively high-status oc-  
cupational desires, that significant differences ex-  
isted between rural and urban females in the high  
aspiration and expectation categories, that the  
respondents tended to show agreement in their  
perception of blocking factors, that the proposi-  
tion that urban youth will experience lower levels  
of perceived goal blockage than rural youth was  
only partially supported, that white youth will ex-  
perience lower levels of perceived blockage than  
black youth, and that the perception of goal  
blockage will not increase as high school students  
approach the time of graduation. (PS)

ED 067 206 RC 006 472

Cosby, Arthur G. Picou, J. Steven

Structural Models and Occupational Aspirations:  
Black-White Variations Among Deep-South  
Adolescents.

Department of Agriculture, Washington, D.C.

Report No.—USDA-S-61

Pub Date 71

Note—23p.

Available from—Arthur G. Cosby, Department of  
Agricultural Economics and Rural Sociology,  
Texas A&M University, College Station, Texas  
77843

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adolescents, \*Models, \*Negro  
Youth, \*Occupational Aspiration, Racial Fac-  
tors, \*Rural Urban Differences, Social Class,  
Socioeconomic Status, Southern Attitudes

Multi-variate techniques for attribute data and  
the backward elimination procedure developed in  
regression analysis were utilized in an analysis of  
the occupational aspirations of deep-South  
adolescents. Data were obtained from interviews  
with 6,500 10th-grade students in South Carolina,  
Georgia, Alabama, and Mississippi. The 4 inde-  
pendent variables were father's education,  
father's occupation, residence, and race. An ex-  
amination of the models constructed revealed  
that (1) social class indicators accounted for the  
largest effect estimates, (2) residence was as-  
sociated with a smaller portion of the variation,  
and (3) the effect of race was negligible when  
controls were applied. Application of the most ef-  
ficient model to black and white subsamples  
revealed race variations in both composite effect  
estimates and the rank order of effect estimates.  
Implications of these findings are discussed in  
terms of the developmental model of occupa-  
tional choice, and suggestions for further research  
are presented. (Author/PS)

ED 067 207 RC 006 473

McGaa, Ed

Red Cloud. The Story of an American Indian.

Pub Date 71

Note—54p.

Available from—Dillon Press, 106 Washington  
Avenue, North, Minneapolis, Minnesota 55401  
(\$3.95 plus postage and handling)

Document Not Available from EDRS.

Descriptors—\*American History, \*American In-  
dians, \*Biographies, Christianity, Government  
Role, \*Land Acquisition, Laws, \*Leadership  
Identifiers—\*Red Cloud, Sioux Indians

A biography of Red Cloud, a Sioux Chief  
(1822-1909), the book is written for upper ele-  
mentary and junior high school readers, as well as  
for older readers. The text describes Red Cloud's  
encounters with the white men while defending  
the Sioux hunting grounds in South Dakota and  
Nebraska. That Red Cloud fought only with  
words and never with weapons after he signed the  
treaty of 1868 is also discussed. Red Cloud is  
described as an eloquent spokesman for the Sioux  
people. Contents of the text are as listed: (1) Circle  
of His People, (2) Brave Stand, (3) By Wit  
and Word, (4) Agents, Missionaries, Commis-  
sioners, (5) Last Years, and (6) Fifth Generation.  
Also included are historical photographs of the  
Lakota or Sioux people. (FF)

ED 067 208 RC 006 474

Rogers, Edward, Comp. Irwin, Clarke, Comp.

Indians of Canada. Jackdaw No. C16.

Pub Date 72

Note—53p.

Available from—Grossman Publishers, 625 Madison Avenue, New York, New York 10022 (\$3.95)

**Document Not Available from EDRS.**

Descriptors—\*American Indians, Cultural Background, \*History, \*Instructional Materials, \*Legal Responsibility, \*Maps, Phonotape Recordings  
Identifiers—\*Canada

The Jackdaw packet contains historical documents dealing with Canadian Indians. The packet may be used for senior high school and college level students. Included are a reproduction of a birchbark scroll owned by an Ojibwa Medicine Society, showing membership symbols known only to the society; a speech (1743) by an Indian chief, as transcribed into a journal, at the opening of trading on the Hudson Bay; a Bill of lading (c. 1800) for a canoe of the North West Company as it left Montreal; an illustration of the Indian culture areas of Canada indicating groupings of Indians by similar life styles; a record, containing Indian songs and chants; a Jesuit map of the upper Great Lakes (1682) showing the location of Indians and missions between the Mississippi (Colbert) River and Lake Ontario; a map of new discoveries in North America published in London by Arrowsmith (1796); and a Manitoban, Winnipeg newspaper, 11 October 1873, report on Treaty No. 3 between the Cree and Ojibwa Indians and Lieutenant-Governor Morris and his party. Also, Indian unrest is reported: a long report of the uprising of 1869-70 at Red River, concerning the execution of Thomas Scott, an Ontario Orangemen, and clippings of reports and comments on the Alert Bay Potlatch raid (1922-23) and on the Indian protest at Kenora (November 1965) are taken from the British Columbia newspaper. Also contained in this packet are a list of Things to Think About, Things to Do, and a Bibliography for more reading. (FF)

**ED 067 209** RC 006 477

Gibbons, Richard P. And Others  
**Indian Americans in Southside Minneapolis: Additional Field Notes From the Urban Slum.**  
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Jul 70

Note—34p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Community Surveys, \*Field Interviews, \*Problems, \*Urban Slums

Identifiers—\*Minneapolis

A survey conducted by 8 University of Minnesota students was taken in the urban slum of Minneapolis. The survey was concerned with the contemporary situation of urban American Indians and with the attitudes of local businessmen toward urban Indians. The method used involved recording respondent's answers, and much of the content of the respondent's answers are reported in the form of direct quotes. Respondents were selected from a representative sample of establishments in the area—public agencies, religious agencies, thrift shops, retail stores, and gas stations. Questions were based on the instructor's questions, and the data are presented in analyzed form. In evaluating the study, it was concluded that the respondents voiced what they believed the interviewers wanted to hear. This suspicion was based on 2 observations: (1) Many answers were qualified in such a way as to contradict the basic response, and many ambiguities made it difficult to understand what the respondents felt. Many responses seemed to be given with an attitude of caution and lack of thought or interest, although a statistical summary of the responses was attempted. (2) The experiences of the informants with American Indians appeared to be extremely minimal. The only contact seemed to be through the buying-selling relationship. From this fact, it was assumed that much of the responses were based on hearsay and personally untested ideological opinions. (FF)

**ED 067 210** RC 006 478

Patterson, Harold L.  
**A Comparison of the Experiences of Indians and Negroes in American Society.**

Pub Date Aug 68

Note—74p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, \*Cultural Differences, Disadvantaged Groups, \*History, \*Individual Characteristics, Legal Responsibility, \*Negroes, Sociocultural Patterns

The paper presents a comparison of the experiences of American Indians and Negroes in the American society. The premise of this paper is that Negroes and American Indians have different backgrounds, different cultures, different aspirations, and different philosophies of life and that neither have been assimilated by the American society. As a result their problems are similar, but the cure is not the same because the cause is not the same. The subsequent divisions of this paper are devoted to discussions of the main characteristics of the Negro and Indian roles in the American society, a differentiation of their problems and goals, and some suggestions for an improvement of white relationships with the Indians—which may or may not be appropriate for Negroes. In addition, a bibliography and letters from Chester Babcock, Washington State Assistant Superintendent of Public Instruction, to Harold Patterson, Principal of the Taholah School, and from the Taholah School Board to Chester Babcock are included. (HBC)

**ED 067 211** RC 006 479

de Failly, D.  
**Agricultural Education in the Zaire: An Essay in the Methodology of Analysis and Evaluation.**

Pub Date Aug 72

Note—17p.; Paper prepared for the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Agricultural Education, \*Agronomy, Professional Training, \*Program Evaluation, \*Rural Areas, School Role, \*Sociology, Teaching Procedures

Identifiers—\*Zaire

The purpose of the research done in 1970-71 in 9 secondary agricultural schools in Zaire was to generate a system for analyzing agricultural education. For this purpose, how the agricultural school relates to the 4 main currents in sociology—the sociology of organization, of education, of occupation, and of "rural animation"—is considered. Studies were done on the training of agricultural technicians at Secondary Agricultural Technical Schools (SATS). The agricultural schools are examined in terms of sectors, institutions, and departments and in terms of roles and functions of the school. What is taught agronomic technicians being trained for public service, as private sector agents, and as instructors for professional agricultural training is discussed in terms of the type of material used, the practical tasks assigned, and the merits of visits to plantations versus visits to villages; and the professional choices open to agronomic technicians after graduating are considered. Localization of SATS and rural development are covered in terms of urban zone, peri-urban zone, urban couronne, and hinterland. Finally, the lack of prestige suffered by agricultural schools is discussed in terms of the organizational level, the contents of education, the occupational level, and the role of authority. (FF)

**ED 067 212** RC 006 480

Rice, Rodger R. Beegle, J. Allen  
**Differential Fertility in a Metropolitan Society. Rural Sociological Society Monograph Number 1, 1972.**

West Virginia Univ., Morgantown.

Pub Date 72

Note—79p.

Available from—West Virginia University Book Store, Morgantown, West Virginia 26506 (\$2.50)

**Document Not Available from EDRS.**

Descriptors—\*Community Attitudes, Demography, Family Planning, Marital Status, \*Metropolitan Areas, \*Population Trends, \*Rural Urban Differences, \*Social Influences, Socioeconomic Status, Urban Population

Information presented in this monograph is an extension and reanalysis of data forming a part of the 1960 census monograph, "The People of Rural America." The main purpose of the monograph is the analysis of the variation in rural and urban fertility levels in the United States. Major questions upon which the study is focused include: (1) What is the magnitude and trend of the urban-rural fertility differential, and (2) How are intercommunity differences in urban fertility

levels to be explained? Findings based on the data analysis are that there is a need for new approaches to the study of differential fertility; that a distributive approach, operationalized in the form of multiple regression analysis, is valuable for studies of this type; and that substitution of metropolitan dominance theory for urban dominance theory in differential fertility analysis produces new questions and problems and produces new dimensions for further research. (PS)

**ED 067 213** RC 006 481

**Rural Development in Africa: A Bibliography (Part II: North, South, West). Training & Methods Series, Number 17.**

Wisconsin Univ., Madison. Land Tenure Center.

Pub Date Dec 71

Note—91p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Agriculture, \*Bibliographies, Human Resources, \*Industry, Natural Resources, \*Rural Development, \*Social Sciences, Transportation

Identifiers—\*Africa

Compiled in December 1971, this bibliography lists approximately 940 books, journals, periodicals, and unpublished mimeographs dealing with rural development in north, west, and southern Africa. All materials are dated between 1953 and 1971. Entries are listed by country under the following headings: agriculture, economic affairs, social affairs, human resources, natural resources, politics and government, industry, finance and banking, trade and commerce, and transport and communications. (FF)

**ED 067 214** RC 006 482

**Statistics Concerning Indian Education. Fiscal Year 1971.**

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 71

Note—42p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Average Daily Attendance, \*Boarding Schools, Day Schools, \*Education, \*Enrollment, Graduates, \*Statistics

Identifiers—\*Bureau of Indian Affairs

Statistics concerning American Indian education in 1971 are published annually by the Bureau of Indian Affairs (BIA) and are available the fall following the close of the school term which they cover. The BIA had direct responsibility for 56,786 children enrolled in Federal schools and housed in Federal dormitories, and partial financial responsibility for approximately 2/3 of those children enrolled in public schools. The 1971 fiscal year statistics concerning American Indian education, presented in tabular form, cover the following areas: school census by area and agency; enrollment and average daily attendance by area, boarding schools, day schools, hospital schools; completion and graduates by area; enrollment by grade and area; degree of Indian blood, and tribe; school construction summary; activities under the Elementary and Secondary Education Act; and summer program enrollment figures. Also included is a statistical fact sheet on schools operated by the BIA for the 1971 fiscal year. Background information concerning the Federal government's involvement in American Indian education is given. A related document is ED 046 569. (FF)

**ED 067 215** RC 006 483

Link, Albert D.

**A Comparison of Retrieval Efficacy From the Educational Resources Information Center (ERIC) Automated Information Retrieval System Using Computer-Assisted-Instruction Training and Search Negotiations as Requester-to-System Interface Methods.**

Pub Date Aug 72

Note—135p.; Doctor's dissertation submitted to New Mexico State University, Las Cruces, New Mexico

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Computer Assisted Instruction, Doctoral Theses, Educational Technology, \*Information Retrieval, Programmed Instruction, \*Search Strategies, \*Telecommunication, \*Training Techniques

Identifiers—\*Educational Resources Information Center, ERIC



The purposes of this study were (1) to develop a requester-to-system Computer Assisted Instruction (CAI) interface with a batch processing information retrieval system, (2) to compare users' satisfaction with retrieval services between the experimental CAI training approach and the traditional person-to-person negotiation process, and (3) to test the ability of the experimental CAI interface to impart a knowledge gain of literature-searching skills related to the Educational Resources Information Center (ERIC) information base. Sixty subjects were randomly assigned to 2 treatment groups: 30 obtained computer search services by the traditional method and 30 were placed directly in charge of formulating their own search strategies via the CAI training package. Data from 58 subjects were suitable for analysis. The satisfaction scores and search precision ratios analyzed indicated that the treatment groups did not differ. However, novice users of the CAI package acquired significant gains in knowledge relative to the use of the ERIC data base. It was concluded that the use of a specially created CAI telecommunications interface system is a viable alternative to search negotiations which require the services of a professional staff. (Author/CH)

ED 067 216 32 RC 006 486

Brunstein, James J., Comp.

**The Somerton Story: Part III. A Progress Report on the Somerton Demonstration School for Migrant Child Education.**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Aug 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Bilingual Education, \*Demonstration Projects, \*Educational Programs, English (Second Language), Junior High School Students, Kindergarten, \*Migrant Child Education, \*Parent Participation, \*School Role

Identifiers—\*Somerton Demonstration School

Again, welcome back to the Somerton School District, Somerton, Arizona. Five years have passed since the Somerton Demonstration School for Migrant Child Education was first begun, and it has now reached maturity. Five years have been long enough for Somerton to see that its educational programs for migrant children have attained a new level of maturity. In Parts I and II of "The Somerton Story" (ED 044 187 and ED 044 226), many of the attempts, the achievements, the progress, and the problems were related. This document relates in 3 sections exactly what is the current story of migrant education in Somerton (1971). Discussed in these 3 sections are (1) parent involvement, which has been stressed in Somerton for the past 3 years and is considered a vital link to reaching migrant children, (2) the role of a demonstration school in providing services to other school districts and educators, and (3) 10 new programs in Somerton which are presently in use and show promise of being beneficial. (NQ)

ED 067 217 32 RC 006 487

Baxley, Dan M., Comp. Hinton, Max, Comp.

**The Eloy Story. A Report from the Eloy Elementary School Summer Migrant Program for Kindergarten Through Second Grade Level Children.**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Nov 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Breakfast Programs, \*Elementary Grades, Group Relations, Inservice Teacher Education, \*Language Experience Approach, \*Learning Experience, \*Migrant Child Education, Perceptual Motor Learning, \*Reading Ability, Student Needs

Identifiers—Arizona, \*Eloy

For several years, the Eloy Elementary Schools have had a retention-failure pattern among a group of children consistently dominated by migrant children. After an investigation, the inability to profit from reading instruction was found to be one of the many factors contributing to this pattern. The lack of the ability to use the English

language was felt to be a prime cause of this reading deficiency since migrant children are consistently confronted with the necessity to read in a foreign language. Reading is an extension of a child's language, and his language is an outgrowth of his experiences. Thus, it was thought, at the Eloy Elementary Schools, that an attempt should be made to extend these children's experiences in order to further develop their English language competency. "The Eloy Story" describes the "language-experiences" of the Eloy migrant children during summer school. The "language-experiences" described include experiences such as eating breakfast and lunch together, swimming, and taking short, daily field trips; group interaction activities; sense awareness; language activities; and group committee work. Also discussed in "The Eloy Story" are the preservice and inservice training of the personnel and the subjective, objective, oral language, and oral language growth evaluations of the program. (NQ) I30SE

ED 067 218 SE 009 291

Foster, Albert B. Fox, Adrian C.

**Teaching Soil and Water Conservation: A Classroom and Field Guide.**

Soil Conservation Service (USDA), Washington, D.C.

Report No—PA-341

Pub Date Aug 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conservation Education, \*Elementary Grades, Environmental Education, Field Studies, Instructional Materials, \*Learning Activities, Natural Resources, \*Soil Conservation, Teaching Guides, \*Water Resources

Compiled in this booklet are 22 activities designed to develop awareness of the importance of conservation and the wise use of soil and moisture on croplands, grasslands, and woodlands. They have been selected by Soil Conservation Service (SCS) personnel and consultants to show that the way we manage our basic natural resources, soil and water, and their products, is important in determining our present and future welfare. The practical suggestions will aid teachers in carrying out activities and observations in the classroom and out-of-doors, mostly on the school grounds or in the community. Each activity is presented in two parts: a how-to-do-it part and an interpretation. The first is written in a language and style for presentation to students, outlining steps to follow to carry out the activity. The second part, interpretation, gives background information and explanation of procedures where necessary. Numerous pictures and diagrams supplement the narrative material. This guide is recommended for use with "An Outline for Teaching Conservation in Elementary Schools," SE 014 226. (BL)

ED 067 219 24 SE 010 652

Marten, Barbara Jones

**The Effects of Information Concerning the Attributes of Concept Instances and Recall of Relevant Subconcepts on the Level of Mastery of Certain Geometric Concepts. Working Paper 45.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Sep 70

Contract—OEC-5-10-154

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, \*Concept Teaching, \*Elementary School Mathematics, \*Geometric Concepts, Grade 6, \*Instruction, \*Mathematical Concepts

This paper is a master's thesis reporting research on the effects of two instructional variables, recall of relevant subconcepts and information regarding the attributes of the concept instances on immediate concept learning, transfer and retention. Three sets of instructions were written varying in the amount and type of information given. These instructions preceded five lessons dealing with geometric concepts. The subjects were 102 sixth-graders who were randomly assigned to one of five experimental groups which were defined by the content of the materials they received. Concepts were presented in a narrative

style which was intended to be interesting to the students. After completion of the lessons, the students were given a test to measure initial acquisition of the concepts and transfer. Eighteen days later the same test was given to measure retention and delayed transfer. Data indicated that recall of relevant subconcepts did not have a significant effect on the specific immediate test, on the specific retention test, and on the immediate transfer test. There was a significant effect on the delayed transfer test. (FL)

ED 067 220 24 SE 013 723

**National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).**

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0771

Pub Date Dec 71

Grant—OEG-0-9-080771-2468

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Achievement, \*Black Community, Ethnic Groups, \*Evaluation, National Competency Tests, \*Science Education, Student Characteristics, \*Testing

Identifiers—National Assessment of Educational Progress

Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, is based on results from a 1969-70 assessment of scientific knowledge and extends these results to cover the performance of Blacks, of respondents with differing levels of parental education, and from differing types of communities. Blacks performed between 12 percent and 16 percent below the national average at the four age levels: 9, 13, 17 and young adults (26-35). When results were partially adjusted for disproportionate representation of Blacks on the variables of size of community, level of parental education, sex and region, the reduced difference between Black and national performance was between 7 percent and 10 percent at the four age levels. Blacks performed best on those science exercises largely dependent upon daily experience and common knowledge, and worst on those which involved a detached research attitude toward the objects and phenomena of science. (Author/CP)

ED 067 221 SE 014 078

Snitgen, Donald Albert

**A Study of the Attitudes of Prospective Elementary School Teachers Toward Biological Science.**

Pub Date 71

Note—175p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-8782)

Document Not Available from EDRS.

Descriptors—\*Attitudes, \*Biology, \*Curriculum Research, \*Educational Research, Elementary School Teachers, Evaluation, Science Education, \*Teacher Education

This research study was conducted to assess the effect of a biological science course, taught by lecture and auto-tutorial technique, on the prospective elementary science teachers' attitudes toward biological science. The investigator constructed the Biological Science Attitude Scale and established its reliability and validity. The subjects consisted of experimental groups comprised of elementary education majors enrolled in a biological science course as against control elementary education majors enrolled in a mathematics course. The analysis of data showed that this particular course in biology did not decrease the attitudes of students in the course. Their attitudes were not significantly increased either. Students entered the course with positive attitudes and maintained them throughout. (Author/PS)

ED 067 222 SE 014 079

Tucker, Jerry Lee

**The Effect of Televised Science Instruction on Verbal and Nonverbal Process Behaviors of Teachers and Students in Grades 1-4.**

Pub Date 71

Note—324p.; Ph.D. Dissertation, University of Washington  
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7423)

**Document Not Available from EDRS.**

Descriptors—\*Abstracts, \*Educational Research, Educational Television, \*Elementary School Science, Grade 1, Grade 2, Grade 3, Grade 4, \*Instructional Media, Instructional Programs, \*Instructional Television, Questioning Techniques, Science Instruction, Teaching Procedures

The study was conducted to determine the influence of process-oriented television science on teacher and student process and concept achievement, classroom teacher process questioning, and the relationship between achievement and questioning behavior. Grades one through four were used for the study. Fifty-four volunteer teachers were randomly assigned to teach in four metropolitan Seattle school districts. Four kinds of classrooms were identified: (1) TV "Ideal Conditions" only, (2) TV "Regular Conditions" and District Science, (3) TV "Regular Conditions" only, and (4) District Science only. During a three-month period, two science units were shown on television to subjects in three groups other than the one identified as District Science only. All teachers and students were tested before and after the treatment for conceptual and process skills. Questioning behavior was obtained from audio tapes during the treatment and afterwards in teaching a particular unit. Teacher and pupil achievement gains showed no significant difference at the .05 level. Significant differences in teacher mean scores favored "TV only" teachers. "TV-using" teachers asked significantly smaller proportions of recall questions than "Non-TV" teachers. The questioning behavior during the post-treatment was non-directional with respect to treatment conditions. (Author/PS)

**ED 067 223** 24 SE 014 158

Romberg, Thomas A. Planert, Diane

**Developing Mathematical Processes: Prototypic Tryout of Materials for First Grade Children.** Huegel School 1968-69, Madison, Wisconsin. Working Paper 61.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Dec 70

Contract—OEC-5-10-154

Note—42p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Arithmetic, \*Curriculum, \*Elementary School Mathematics, Grade 1, Instruction, Instructional Materials, \*Mathematics Education, \*Number Concepts, \*Research

This paper summarizes the developmental activities in mathematics conducted at the first grade level. Two instructional units of "Developing Mathematical Processes" were taught. The instructional units are described through a description of the activities that were tried, an explanation of evaluation procedures, and a report of the results of each evaluation. The purpose of the pilot activities was to verify the appropriateness of a mathematics curriculum for first grade children; the data displayed are exploratory data which assess the feasibility of the instructional procedures. (Author/DT)

**ED 067 224** SE 014 169

Water Films, 2nd Edition, 1965-1974.

Canadian National Committee, Ottawa (Ontario).

Pub Date 70

Note—181p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Audiovisual Aids, \*Conservation Education, Ecology, \*Environmental Education, Films, \*Land Use, Oceanology, Pollution, \*Water Resources

This is an annotated listing of 455 films on hydrology, as well as on many allied fields. This second edition, much more comprehensive than the first, is not intended to serve as a critical evaluation, but should be used solely as a source of information as to what films are available. All films are listed alphabetically according to their titles within their subject classifications: Hydrology, Meteorology, Groundwater, Snow and Ice, Glaciology, Geomorphology, Hydraulics, Water Quality, Conservation, Oceanography, and

Hydroelectric Projects. Two appendices—the first a Title Index, and the second, a Source List, give the names and addresses of the organizations from which the films may be obtained. (LK)

**ED 067 225** SE 014 226

**An Outline for Teaching Conservation in Elementary Schools.**

Soil Conservation Service (USDA), Washington, D.C.

Report No—PA-268

Pub Date Jul 71

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Conservation Education, \*Curriculum Guides, Ecology, \*Elementary Grades, Environmental Education, Instructional Materials, \*Learning Activities, \*Natural Resources, Objectives, Teaching Guides

Outlined in this guide is an approach to the teaching of environmental conservation as an integral part of all subjects in the elementary school curriculum. It stresses the relationship between man and his physical-biological environment in a social-cultural context. Field study is encouraged while emphasis is given to providing opportunities for pupils to use deductive and inductive reasoning. It also advocates individualized instruction, problem solving, and the use of a variety of learning materials in different situations. Organized by grade levels and with a major theme for each level, the outline gives special attention to reinforcing generalizations developed at earlier grade levels. Under each grade level are three main divisions: (1) Objectives, (2) Things To Talk About, and (3) Things To Do. The latter two contain suggestions for teacher-pupil discussion and activities. The outline also includes information about how to obtain Soil Conservation Service (SCS) publications and how to locate audiovisual teaching aids, a list of SCS publications, and reading lists for elementary school children, teachers, and advanced students. Recommended for use with this outline is "Teaching Soil and Water Conservation—A Classroom and Field Guide." SE 009 291. (BL)

**ED 067 226** SE 014 349

Roberts, Mildred Burghardt

**Evaluation of the Influence of a Success Oriented Science Curriculum for Underachieving Students on School Attendance.**

Pub Date 71

Note—99p.; Ph.D. Dissertation, University of Florida

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,651)

**Document Not Available from EDRS.**

Descriptors—\*Attendance, Curriculum Research, \*Educational Research, Evaluation, \*Junior High Schools, \*Science Instruction, Teaching Procedures, \*Underachievers

The effects of a success-oriented compensatory science program called DISCUS were determined on underachievers described as students with normal scores on intelligence tests but who maintained a grade point average below "C." Two hypotheses were formulated to focus on the attendance patterns of these students and the number of school activities students participated in during the year. The subjects were randomly assigned to experimental and control groups. Small success-oriented, meaningful science activities were performed in experimental classrooms while the teachers had a choice of using any materials in the control classrooms. The subjects were isolated from students other than underachievers in these classrooms. Data were gathered for each student. Students in the DISCUS program showed a significantly better attendance record. One-half of the experimental students participated in school activities as against only one-third from the control classrooms. (Author/PS)

**ED 067 227** SE 014 408

**Intergovernmental Conference of Experts for Preparing an International Geological Correlation Programme (IGCP) (Paris, October 19-28, 1971). Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Conference Reports, \*Earth Science, \*Geology, International Organizations, \*International Programs, Program Descriptions, \*Scientific Research

Identifiers—\*International Geological Correlation Program, UNESCO

A summary of the proceedings of the conference of experts convened by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and by the International Union of Geological Sciences introduces a discussion of the need for a standard terminology and for the collection of compatible global data to enable progress to be made in correlational geology (the relationship of geological strata across regions or continents). The necessity of a more detailed understanding of correlational geology for economic and social progress is discussed. A list of the major topics where international cooperation is needed is given, with examples of each class of research. Problems of educating earth science specialists, particularly in the developing nations, are reviewed; the necessary supporting services for an International Geological Correlation Program (IGCP) are identified; suggested proposals for implementing and coordinating IGCP are listed; and the relation of IGCP to other international programs is outlined. Speeches by the Director-General of UNESCO and the President of the International Union of Geological Sciences, a list of the major correlation problems arranged by geological era, the proposed statutes governing the IGCP Board, and a list of conference participants are appended. (AL)

**ED 067 228** SE 014 419

Steinwachs, Barbara

**A Selected List of Urban and Environmental Gaming/Simulations.**

Michigan Univ., Ann Arbor. Environmental Simulation Lab.

Pub Date Jul 72

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Ecology, \*Environmental Education, \*Games, Health Education, \*Instructional Materials, Natural Resources, Resource Materials, \*Simulation

This selection of four brief papers published by the Environmental Simulation Laboratory, University of Michigan, lists the names, pertinent information and sources of some 50 gaming/simulations. Information on miscellaneous Environmental Simulation Laboratory publications, a history of the Laboratory, an appendix listing other games and sources, and a detailed description of the METRO-APEX game, including some suggested reference books for use during play of METRO-APEX, are also provided. (LK)

**ED 067 229** SE 014 421

Simmons, Eugene M., Ed.

**Science Policy Reviews, Volume 5 Number 2.**

Battelle Memorial Inst., Columbus, Ohio.

Pub Date 72

Note—112p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Annotated Bibliographies, Environment, Literature Reviews, \*Policy Formation, Pollution, Resource Materials, \*Sciences, \*Technology, World Affairs

In addition to annotated bibliographic references to 489 current United States and foreign publications on science (including technology and engineering) policy, four articles are included in this issue of this quarterly publication. In the first article, a former President of the National Academy of Sciences makes some observations and predictions about changes in public attitudes and their consequences; Battelle's president presents an exposition of the role of engineering in "... rectifying the deteriorating international economic position of the U. S." in the second article. The third discusses factors governing productivity—"its role as a 'quality of life' determinant; and in the last article, the new Director of the National Science Foundation (NSF) sees the missions of science and the NSF for the immediate future. (LK)

**ED 067 230** SE 014 426

Schweitzer, James P.

**A Bibliography of Popular Books on the Marine Environment and Wetlands Ecology.**

Delaware Univ., Newark. Maine Environment Curriculum Study.

Pub Date 71

Note—24p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On Loan)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Curriculum Development, \*Ecology, \*Environmental Education, \*Instructional Materials, Land Use, Marine Biology, \*Oceanology, Resource Materials, Science Education, Water Resources

This is an annotated bibliography of popular books on the marine environment and wetlands ecology, published by the Marine Environment Curriculum Study at the University of Delaware. The bibliography resulted from the work of a special review panel consisting of a professional biologist, a professor of science education, and 15 teachers. Approximately 200 books were reviewed and grouped into three categories: poor, fair, and excellent. A basic list of about 100 from the latter two categories was compiled. The list is not comprehensive, for many excellent books were eliminated because they were no longer in print. The selections were judged to contain teaching and background material useful in K-12 marine studies and wetlands programs. Organized in two parts—"The Marine Environment" and "Wetlands Ecology"—each entry provides complete bibliographical information including publisher's price and appropriate grade level. A directory of publishers is appended. (LK)

ED 067 231 SE 014 437

**Administrator's Environmental Education Evaluation Manual.**

Chester Area Schools, S. Dak. Interlakes Environmental and Outdoor Education Program.; South Dakota Univ., Vermillion. School of Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, \*Attitudes, Community Leaders, \*Environmental Education, \*Evaluation, \*Measurement Instruments, \*Outdoor Education, Parents, Pretests, Projects, Students, Teachers

Identifiers—ESEA Title III

Evaluation instruments to assess existing attitudes and interests concerning the environment are compiled. Baseline data will be gathered from teachers, administrators, parents, and community members through a set of four pretests administered prior to initiation of the Interlakes Environmental and Outdoor Education Project. All instruments serve to determine the attitudes, interests, enthusiasms, knowledges, and anticipations of the specific groups. In addition, survey instrument number 1, Administrator Staff Project Evaluation, will determine the extent to which administrators plan to use personnel, facilities, equipment, and school time for the project. Instrument 2, Parent Self-Evaluation, will indicate the scope of participation in school programs and activities, while number 3, An Adult Self-Study About Environmental Education, will include identification of the school's role in handling concerns of pollution, ecology, and conservation and show how well they feel the school is performing its role. Teacher Self-Evaluation, instrument 4, will assess the extent teachers presently use environmental education materials and expect to use them under the Project. Finally, an awareness and attitude survey of natural resources for grade five students and a concept development assistance inventory are included. This work was prepared under an ESEA Title III contract. (BL)

ED 067 232 SE 014 439

**Harman, Carol**  
**Environmental Games. An Analysis. Second Edition.**

Pub Date Sep 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ecology, \*Environmental Education, \*Games, Health Education, \*Instructional Materials, Natural Resources, Resource Materials, \*Simulation

This report is a detailed analysis of 15 ecology kits and/or games. The analysis points out assets and defects of the kits/games and indicates questions and comments which may be helpful in putting the curriculum materials in perspective. Entries are arranged according to elementary or secondary schools. Information about the ecology

kits includes contents, additional equipment needed but not supplied, experiments described, and concluding evaluative comments. An abstract of each game appears with concluding remarks. A school price list of games and kits available from Urban Systems, Inc. is appended. (LK)

ED 067 233 SE 014 440

**Bennett, Dean B. MacGown, Richard H.**

**Guidelines for Planning and Implementing a Comprehensive Community Environmental Inventory.**

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Resources, Community Study, \*Data Collection, Environmental Influences, \*Facility Inventory, \*Guidelines, Natural Resources, Planning

Identifiers—ESEA Title III

A comprehensive, community environmental inventory is viewed in this booklet as an ongoing process of investigation and study to compile and evaluate information about the natural and man-made environmental features and characteristics of an area. It is of value to the community in planning development and resolving environmental problems and to the school in its environmental education program, with emphasis on the individual community. Section I includes general introductory items which give an overview of the community. Section II outlines natural environmental features and characteristics. Information of this kind provides an ecological basis for making judgments about the environmental effects of human activities. The list of human environmental use areas and characteristics in Section III is a reflection of these activities. Most community environmental problems will relate to one or more of these features, and in practice the stimulus for inventorying. Techniques for detecting and evaluating possible problem areas are suggested in Section IV. Section V contains data useful in understanding human demands upon the environment and causes, effects, and solutions to problems. Social, political, and economic aspects are considered. Sources for inventory information are compiled in Section VI. This work was prepared under an ESEA Title III contract. (BL)

ED 067 234 SE 014 442

**A Multi-Graded Conservation Education Summer School Model.**

Novato Unified School District, Calif.

Pub Date 70

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Action Programs (Community), Community Involvement, \*Conservation Education, Environmental Education, Guides, \*Learning Activities, \*Models, Multigraded Classes, \*Program Descriptions, Program Development, Resource Materials

Due to the excitement and enthusiasm shown by teachers, students, and community members participating in a summer school program, the Novato Unified School District, California, has compiled this sourcebook to guide others in developing a similar program. In 1969 and 1970 the school district established a multi-graded conservation education summer school program for a six-week period, involving seven teachers and 180 students in grades four through eleven. One of its outstanding features was the use of local environmental studies and community action projects which supplied both relevance to the program and continuing ideas and projects for the following school year. Within the guide, information is recorded on: (1) how to get a program started, (2) preplanning procedures, (3) publicizing the program, (4) examples of the daily program, (5) projects and activities, and (6) evaluation procedures. Appended material includes sources for information and materials, supply lists, and a student-developed consumer handbook. (BL)

ED 067 235 SE 014 443

**Bennett, Dean B.**

**Comprehensive Community Environmental Inventory. Yarmouth, Maine.**

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Area Studies, \*Community Resources, Data Collection, \*Environmental Influences, \*Facility Inventory, Geographic Regions, Natural Resources, Resource Materials

Identifiers—ESEA Title III, Maine, \*Yarmouth

This manual is a compilation and evaluation of data gathered from an inventory of the natural and man-made features of a community (Yarmouth, Maine). It brings together comprehensive information which may help local governmental officials, citizens, and students gain a broad understanding of their environment and its associated problems. Organization of the material is based on information from "Guidelines for Planning and Implementing a Comprehensive Community Environmental Inventory," SE 014 440. It provides descriptions of: (1) natural environmental features and characteristics of the Yarmouth, Maine, region, (2) human environmental use areas and characteristics, (3) interpretation and evaluation of natural and man-made environments together with possible problem areas, and (4) related social, political, and economic aspects. The data portrays an example of basic information upon which a school may develop an environmental education curriculum emphasis. Teachers may find this type of inventory useful in planning field trips, directing student initiated environmental investigations and problem-solving activities, and developing teaching units, mini-courses and other curriculum plans. This work was prepared under an ESEA Title III contract. (BL)

ED 067 236 SE 014 458

**Outdoor Environmental Education. An Innovative and Exemplary Approach to Pre-Service and In-Service Teacher Education.**

Chadron State Coll., Nebr.

Pub Date 72

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*College Programs, Environmental Education, Inservice Teacher Education, \*Outdoor Education, Preservice Education, Program Content, \*Program Descriptions, \*Teacher Education

Striving for an innovative and exemplary approach to preservice and inservice teacher education, Chadron State College, Nebraska, has developed an Outdoor Environmental Education Program. As portrayed in this program description, it consists of: (1) an undergraduate course in outdoor education; (2) a sixth grade outdoor education experience involving students in 11 local school systems; (3) a graduate summer workshop including an extended field trip to Wyoming; (4) field experiences for earth science students studying physiographic provinces and excavating archeological areas; (5) development of state-wide curriculum guidelines; (6) utilization of the state college field laboratory, Camp Norwesca, for outdoor, recreational and science activities; and (7) sponsorship of teacher inservice workshops. Additional material outlines objectives of the program, personnel involved, budget required, evaluation procedures for each component, program impact—how it contributes to the improvement of teacher education, and future plans. Course outlines, class schedules, descriptive brochures, and evaluation reports are appended in the supporting materials section. This work was presented to the American Association of Colleges for Teacher Education for its 1972 Distinguished Achievement Awards Program. (BL)

ED 067 237 SE 014 469

**Mathematics Objectives, Level 6 [Project SPPED, System for Program and Pupil Evaluation and Development].**

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date 72

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Algebra, Arithmetic, \*Behavioral Objectives, \*Curriculum, \*Elementary School Mathematics, \*Evaluation, Geometry, Grade 6, \*Objectives



This is the third volume of a series produced by the New York State Education Department. Originally developed by four local school districts, the mathematics objectives and sample items included were not intended to be official or comprehensive but rather to be used as an aid to teachers in constructing curricula and in making classroom goals clear and precise. The document presents a series of 337 examples, each of which states an objective and gives a sample item. The objectives are classified under one of 11 sections: sets; number, numeral, and numeration systems; whole numbers; fractions (positive rationals); decimals; ratio, proportion, and per cent; measurement; geometry; problem solving/word problems; algebra; and statistics and probability. For related volumes, see ED 064 165, ED 064 166, ED 064 167, and SE 014 548. (DT)

**ED 067 238** SE 014 470  
**Mathematics K-6: A Recommended Program.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development. Pub Date May 72

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Arithmetic, \*Curriculum, \*Curriculum Guides, \*Elementary School Mathematics, \*Geometry, Instructional Materials, \*Objectives

Identifiers—New York  
Proposed curriculum topics for elementary school mathematics have been arranged in topic form. Six areas are covered: numbers and numeration, sets, whole numbers, fractions, problem solving, and geometry and measurement. The first section briefly explains the six areas and also includes a short discussion of teaching strategies, number sentences, problem solving, and developmental algorithms. The second section presents details of a curriculum for each of the six areas in kindergarten through grade six. (DT)

**ED 067 239** SE 014 494

Cecil, Lawrence K., Ed.

**Water-1970. Chemical Engineering Progress**

**Symposium Series No. 107, Volume 67, 1971.**

American Inst. of Chemical Engineers, New York, N. Y.

Pub Date 71

Note—610p.

Available from—American Institute of Chemical Engineers, 345 East 47 Street, New York, New York 10017 (\$15.00)

**Document Not Available from EDRS.**

Descriptors—Anthologies, Chemistry, Engineering, \*Environmental Influences, \*Physical Sciences, Resource Materials, \*Speeches, \*Technology, Wastes, \*Water Pollution Control, Water Resources

Due to the tremendous interest in all phases of environmental control, particularly with reference to water pollution control, the American Institute of Chemical Engineers (AIChE) is attempting to provide the lay public with accurate information about water resources so they may react with proper knowledge and constructive activity. This anthology of papers presented at AIChE meetings during 1970 reports on the rapid progress made in the control of the aqueous environment. Primarily of value to chemical engineers, the papers deal with a variety of topics from thermal conditions in water and phosphorus removal to desalting potentials and waste treatment. Ninety-one papers have been selected for inclusion in this resource. (BL)

**ED 067 240** SE 014 496

**General Math 10-12 [Instructional Objectives Exchange].**

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Pub Date [72]

Note—248p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$8.00 plus 2.5% postage and handling)

**Document Not Available from EDRS.**

Descriptors—Arithmetic, \*Behavioral Objectives, \*Curriculum, \*Evaluation, Geometry, Mathematics Education, Objectives, \*Secondary School Mathematics, \*Test Construction

This collection of 123 objectives and related evaluation items is for general mathematics in grades 10 through 12. The content has been or-

ganized into nine major categories: sets; numbers, numerals, and numeration systems; operations and their properties; measurements; per cents; geometry; probability and statistics; logic; and applications and problem solving. Each objective is further identified by a sub-category which limits and defines the general objective. Each objective is stated in operational terms and contains the objective accompanied by six measurement items designed to test the student's acquisition of the desired behavior, with each item containing a specific answer. The content of the objectives includes pure as well as applied mathematics, with the emphasis on applied mathematics and problem solving. A bibliography of five books which contain concepts upon which the collection of objectives and related evaluation items were based is included in the introduction. (Author/DT)

**ED 067 241** SE 014 499

**Environment, Teacher Manual, Primary, Idea 1, Land.**

Environmental Education Project, Grafton, Ill. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—57p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Environmental Education, Instructional Materials, \*Land Use, Learning Activities, Natural Resources, \*Primary Grades, \*Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about land, teacher resource information and student material are combined to form a teacher's manual for use in the primary grade levels. Project objectives, behavioral objectives, and pre- and post-test questions introduce the unit sections followed by ideas, actions, and/or activities to develop awareness of land and its uses. Major topics of discussion range from plants and animals associated with soil to litter, control measures, and resource use. Field trips emphasizing concepts previously learned are suggested, and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project "Operation Survival Through Environmental Education." (BL)

**ED 067 242** SE 014 500

**Environment, Teacher Manual, Intermediate, Idea 1, Land.**

Environmental Education Project, Grafton, Ill. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Environmental Education, Instructional Materials, \*Intermediate Grades, \*Land Use, Learning Activities, Natural Resources, \*Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about land, teacher resource information and student material are combined to form a teacher's manual for use in the intermediate grade levels. Project objectives, behavioral objectives, and pre- and post-test questions introduce the unit sections followed by ideas, actions, and/or activities to develop awareness of land and its uses. Major topics of discussion range from plants and animals associated with soil to litter, control measures, and resource use. Field trips emphasizing concepts previously learned are suggested and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project

"Operation Survival Through Environmental Education." (BL)

**ED 067 243** SE 014 501

**Environment, Teacher Manual, Junior High, Idea 1, Land.**

Environmental Education Project, Grafton, Ill. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—58p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Environmental Education, Instructional Materials, \*Land Use, Learning Activities, Natural Resources, \*Secondary Grades, \*Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about land, teacher resource information and student material are combined to form a teacher's manual for use in the junior high grade levels. Project objectives, behavioral objectives, and pre- and post-test questions introduce the unit sections followed by ideas, actions, and/or activities to develop awareness of land and its uses. Major topics of discussion range from plants and animals associated with soil to litter, control measures, and resource use. Field trips emphasizing concepts previously learned are suggested and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project "Operation Survival Through Environmental Education." (BL)

**ED 067 244** SE 014 502

**Environment, Teacher Manual, Senior High, Idea 1, Land.**

Environmental Education Project, Grafton, Ill. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—54p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Environmental Education, Instructional Materials, \*Land Use, Learning Activities, Natural Resources, \*Secondary Grades, \*Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about land, teacher resource information and student material are combined to form a teacher's manual for use in the senior high grade levels. Project objectives, behavioral objectives, and pre- and post-test questions introduce the unit sections followed by ideas, actions, and/or activities to develop awareness of land and its uses. Major topics of discussion range from plants and animals associated with soil to litter, control measures, and resource use. Field trips emphasizing concepts previously learned are suggested and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project "Operation Survival Through Environmental Education." (BL)

**ED 067 245** SE 014 503

**Environment, Teacher Manual, Primary, Idea 2, Air.**

Environmental Education Project, Grafton, Ill. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—58p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Air Pollution Control, \*Environmental Education, Instructional Materials, Learning Activities, Natural Resources, \*Primary Grades, \*Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about air, teacher resource information and student material are combined to form a teacher's manual for use in the primary grade levels. Project objectives and behavioral objectives introduce the unit followed by ideas, actions, and/or activities to develop awareness of air qualities and pollution effects. Major topics of discussion range from identifying sources and symptoms of air pollution to testing air quality and developing constructive action to combat pollution. Field trips emphasizing concepts previously learned are suggested and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project "Operation Survival Through Environmental Education." (BL)

**ED 067 246** SE 014 504  
**Environment, Teacher Manual, Intermediate, Idea 2, Air.**

Environmental Education Project, Grafton, Ill.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—43p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Air Pollution Control, \*Environmental Education, Instructional Materials, \*Intermediate Grades, Learning Activities, Natural Resources, \*Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about air, teacher resource information and student material are combined to form a teacher's manual for use in the intermediate grade levels. Project objectives and behavioral objectives introduce the unit followed by ideas, actions, and/or activities to develop awareness of air qualities and pollution effects. Major topics of discussion range from identifying sources and symptoms of air pollution to testing air quality and developing constructive action to combat pollution. Field trips emphasizing concepts previously learned are suggested and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project "Operation Survival Through Environmental Education." (BL)

**ED 067 247** SE 014 514

**Runion, Garth Eugene**

**The Development of Selected Initiating Activities in the Teaching of Mathematics.**

Pub Date 72

Note—173p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Classroom Observation Techniques, \*Instructional Materials, Lesson Plans, \*Mathematics Education, Methods Courses, Preservice Education, \*Research, \*Teacher Education, Teaching Skills, Video Tape Recordings

This thesis is concerned with the development and appraisal of video-tape clips used in training pre-service teachers in mathematics. The video-tapes (on file in the television studio of the College of Education at the University of Illinois in Urbana) show high school mathematics teachers in real classroom situations illustrating seven different ways that lessons might be begun: by stating goals, outlining, using an analogue, using historical material, reviewing subordinate information, giving reasons, or presenting a problematic situation. Detailed descriptions, a rationale, and written examples of each of the initiating activities are given. Transcripts of each of the 20 video-tape clips, each with a summary which highlights the initiating activities being attempted and with discussion questions related to the clip, are included. Information as to how the video-tapes were used in a series of training ses-

sions for 12 student teachers in mathematics, and results of an evaluation by the students of the way the tapes were used, are reported. (DT)

**ED 067 248** 24 SE 014 515

**Edwards, Keith J. And Others**

**Games and Teams: A Winning Combination.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Rep-135

Bureau No—BR-6-1610

Pub Date Jul 72

Grant—OEG-2-7-061610-0207

Note—40p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, \*Activity Learning, Algebra, Arithmetic, \*Games, Grade 7, Low Achievers, \*Mathematics Education, \*Research, Teaching Techniques

The effects of the combined use of a nonsimulation game and student teams in mathematics on student achievement were investigated. Ninety-six seventh grade students in two low- and two average-ability mathematics classes participated in the study. One low- and one average-ability class played the nonsimulation game Equations twice a week for nine weeks in addition to receiving traditional instruction. The remaining two classes received traditional instruction only. In the games classes, the Equations tournament was based upon team competition using four-member teams. Students were pretested and posttested with the computations subtest of the Stanford Achievement Test in mathematics and a divergent solutions test designed by the experimenters. Analysis showed that the experimental classes had significantly greater gains on both the computations subtest and the divergent solutions test. The low-ability experimental class obtained a posttest score on the divergent solution test that was almost double their pretest, while the low ability control class showed no gain. Learning rates were more similar in the two experimental classes than in the two control classes. (Author/DT)

**ED 067 249** SE 014 519

**Glaser, Anton**

**History of Binary and Other Nondecimal Numeration.**

Pub Date 71

Note—196p.; Based on Doctoral Dissertation, Temple University

Available from—Anton Glaser, 1237 Whitney Road, Southampton, Pennsylvania 18966 (Paperbound, \$4.00; Hardbound, \$7.50)

**Document Not Available from EDRS.**

Descriptors—Enrichment Activities, \*History, \*Mathematicians, \*Mathematics, Number Concepts, \*Number Systems

This study traces the development of non-decimal numeration from the 16th century to the present. The first six chapters detail the contributions of mathematicians as well as people from other fields. Applications to computers are covered in one chapter, while another chapter discusses the coverage of numeration systems in college textbooks for future elementary school teachers, in School Mathematics Study Group (MSG) seventh grade materials, and in references for secondary school teachers. The final chapter consists of a chronology of important events in the development of numeration systems since 1500 A.D. There is a bibliography at the end of each chapter. (DT)

**ED 067 250** SE 014 520

**Baetzer, Willard H.**

**The Naturalists' Directory, 41st Edition - 1972.**

Pub Date 72

Note—180p.

Available from—PCL Publications Inc., Box 583, South Orange, New Jersey 07079 (\$5.00)

**Document Not Available from EDRS.**

Descriptors—\*Directories, \*History, Indexes (Locators), \*International Organizations, \*Natural Resources, \*Personnel, Reference Materials

Represented in this directory is a compilation of professionals and amateurs in the natural science field living and working in more than 60 countries. In addition to the names, addresses, and specialties of more than 3,000 individual naturalists, there is an augmented list of museums, societies, associations, and periodicals

throughout the world dealing with natural history. Entries are listed geographically—by states in the United States, provinces in Canada, and elsewhere by countries. An explanation is given for abbreviations used extensively throughout the book. (BL)

**ED 067 251** SE 014 522

**Creveling, Cyrus J., Ed.**

**Experimental Use of A Programming Language (APL) at the Goddard Space Flight Center.**

National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.

Report No—GSFC-X-560-68-420

Pub Date Nov 68

Note—62p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computers, \*Computer Science, \*Mathematical Applications, Programming, \*Programming Languages

Identifiers—Goddard Space Flight Center

This document explains A Programming Language (APL) and describes the experiment that the Information Processing Division has undertaken to introduce APL to the Goddard Scientific Community. A brief historical sketch of steps taken to date is included and appendices giving illustrative examples of how APL actually has been used at the Goddard Space Flight Center are provided. (Author/DT)

**ED 067 252** SE 014 523

**Buras, Nathan**

**Scientific Allocation of Water Resources.**

Pub Date 72

Note—208p.

Available from—American Elsevier Publishing Company, 52 Vanderbilt Avenue, New York, New York 10017 (\$12.95)

**Document Not Available from EDRS.**

Descriptors—\*Engineering, Environment, Higher Education, Instructional Materials, Problem Solving, \*Programming, \*Systems Approach, Technology, \*Water Resources

Oriented for higher education students, researchers, practicing engineers and planners, this book surveys the state of the art of water resources engineering. A broad spectrum of issues is embraced in the treatment of water resources: quantity aspects as well as quality aspects within a systems approach. Using a rational mode for water resources development and utilization, the text opens with a definition of the field of water resources engineering, emphasizing its natural and social sciences components, and suggesting a systems approach to solving the complexity of problems within the field. Problems in water resources engineering are treated in three broad categories: development, design, and operational problems, together with the application of operations research methods. Linear and dynamic programming are discussed, indicating their components, application, and use in a wide variety of systems. Before concluding the monograph, a separate chapter deals with simulation techniques, introducing methods as Monte Carlo and synthetic hydrology. References and appropriate indexes are provided. (BL)

**ED 067 253** SE 014 527

**Gartrell, Richard B.**

**Quality of Life: Our Solutions, Our Opportunities.**

**Final Report.**

Doane Coll., Crete, Nebr.

Pub Date Aug 72

Note—99p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Action, \*Community Development, Community Programs, \*Environmental Education, \*Evaluation, Problem Solving, \*Projects, Reports, Symposia

Identifiers—Title I

Compiled in this final report is a review of a Title I Education Project related to community environmental education. As originally proposed, the program sought to bring together in a series of symposia community leaders in the areas of education, agriculture, industry, business and government from 17 counties in southeastern Nebraska. To ascertain problem areas and determine community action or response, three symposia and eight follow-up workshops were held. These were conducted to assist community leaders in preparing objectives for creating a community environmental education program, followed by setting priorities, time schedules, and determining local action to achieve their objec-

tives. The report deals primarily with the first series of workshops, addressed to educators and keynoted by Dr. Robert Rienow. It reviews the objectives and accomplishments of their workshops, materials from which they developed their community analyses, and the findings and recommendations following assessment of community problems and solutions. Their analyses are given compositely as community profiles. The final section presents evaluations for the first two series, plus an overall evaluation, while the appendix includes the program format and evaluation forms. Dr. LaMont Cole and Stewart Udall keynoted the second and third sessions, respectively. (BL)

**ED 067 254** SE 014 529  
Stocklin, William J.

**What's It All About? Survival Through Education. A Proposal for the Creation and Implementation of Environmental Education in the Northwest Region of Washington State.**

Northwest Environmental Education Center, Bel-  
lingham, Wash.

Pub Date Oct 70

Note—185p.

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Community Programs, Cooperative Programs, County Programs, \*Environmental Education, \*Program Development, \*Project Applications, Regional Programs, \*Staff Improvement

Identifiers—Northwest Environmental Education Center

A request for the creation and implementation of environmental education in the northwest region of Washington state is prepared in this project proposal. Designed as a model to aid in the development of a state plan for environmental education, this interdisciplinary, field- and people-oriented project of the Northwest Environmental Education Center plans to establish model/pilot projects throughout the region. Implementation is by a three-phase plan. The first, at the community level, establishes a pilot program in the Sedro-Woolley school district aimed at staff improvement and development, development of curriculum learning packages, field program implementation, and disseminating information about the program. The second phase proposes a two-part study with the Watcom County Park Board and schools participating to develop a county-wide model for the implementation of environmental education in the schools. A county environmental analysis project will be undertaken with the findings used in school program development. Regional applications compose the third phase and constitute a major portion of the document. The Whidbey Island site is to be utilized as a regional center for staff improvement and development, operating a program which will provide school districts with a hierarchy of environmental education specialists. [Not available in hardcopy due to marginal legibility of original document.] (BL)

**ED 067 255** SE 014 532

Carey, George W. And Others

**Urbanization, Water Pollution, and Public Policy.** Rutgers, The State Univ., New Brunswick, N. J. Center for Urban Policy Research.

Pub Date 72

Note—236p.

Available from—Center for Urban Policy Research, Rutgers University, New Brunswick, New Jersey 08903 (\$10.00)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Area Studies, Environmental Influences, \*Metropolitan Areas, Models, \*Public Policy, Regional Planning, Simulation, Statistical Data, \*Urbanization, \*Water Pollution Control, Water Resources

Identifiers—New York Metropolitan Region

Reviewed in this report is a study concerned with water pollution as it relates to urbanization within the Regional Plan Association's set of 21 contiguous New York, New Jersey and Connecticut counties centered upon the numerous bay and estuarine reaches of the Port of New York and New Jersey. With a time frame covering a decade of water quality and pollution data, an attempt was made to devise projections for the next 15 years which might reveal how the urbanization process and the pollution process interact in the region. To implement this task, several stages of research were necessary, as described in the text:

(1) development of a hydrologic data bank, (2) screening the data, (3) development of a projection model to estimate the impact on water of effluents associated with industrial growth and population growth, (4) construction of a computer model to simulate the behavior of a river system under the impact of urbanization, and (5) changing the model's premises in accordance with different sets of assumptions and regional growth policies to cast light on how best to alleviate pollution effects. This report concludes a two-part study, the first part of which was published under the title "Benefits From Integrated Water Management in Urban Areas—The Case of the New York Metropolitan Region." (BL)

**ED 067 256** SE 014 541

Passmore, John

**Outdoor Education in Canada - 1972.**

Canadian Education Association, Toronto (Ontario).

Report No.—ISBN: 0-919078-28-1

Pub Date 72

Note—75p.

Available from—Canadian Education Association, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Trends, Environmental Education, Innovation, Interdisciplinary Approach, National Surveys, \*Outdoor Education, \*Program Development, \*State of the Art Reviews

Identifiers—\*Canada

An overview of current developments in outdoor education and environmental studies in Canada is presented in this booklet. Compiled for the Canadian Education Association, the study reviews trends and developments since a similar survey was undertaken in 1969. The first half of the report traces the beginnings of outdoor education programs in Canada; defines outdoor education together with its objectives and values; evaluates use of the mobile classroom, primarily the school bus; suggests opportunities for creativity in all grade levels and subject areas; lists examples of what teachers are doing to enrich their programs in numerous disciplines; advises where to start a program and whom to contact for voluntary assistance; enumerates special problems encountered in teaching in the out-of-doors; and presents reactions from involved individuals—pupils, teachers, parents, and administrators. The second half is a resume of programs, plans, and problems in each of the provinces, followed by a sampling of special or unusual activities. Recommendations and final comments conclude the work accompanied by selected reference materials written by Canadian authors. (BL)

**ED 067 257** SE 014 547

**Improving Reading-Study Skills in Mathematics K-6.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 72

Note—32p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Concept Formation, \*Elementary School Mathematics, \*Individual Study, \*Instruction, Instructional Materials, Mathematical Vocabulary, Mathematics, \*Reading Skills, \*Study Habits, Symbols (Mathematics)

Presented is the basis for an integrated approach to teaching reading skills and mathematics concepts at the elementary school level. A general explanation of concept formation, of oral and written language, and of mathematics symbols, with specific suggestions as to their application in mathematics, is included in the first section of the pamphlet. The second section deals with the specialized skills needed for reading and thinking in mathematics. These skills include decoding words and math symbols, understanding the processes of mathematics, and applying the decoding and comprehension skills to problem solving. A list of eight suggestions and two references are given to help the teacher and students in developing their mathematics vocabulary. Reading comprehension skills are detailed, with activities specified for helping students with story problems, graphs, and charts. The final section deals with the role of the teacher as one of management and includes a discussion of objectives, evaluation, diagnosis, and organization of materials and experiences. (DT)

**ED 067 258** SE 014 548  
**Mathematics Objectives, Level 8 (Project SPPED, System for Program and Pupil Evaluation and Development).**

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date 72

Note—164p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Algebra, Arithmetic, \*Behavioral Objectives, \*Curriculum, \*Evaluation, Geometry, Grade 8, \*Objectives, \*Secondary School Mathematics

This is volume five of a series produced by the New York State Education Department. Originally developed by four local school districts, the mathematics objectives and sample items are not intended to be official or comprehensive, but to be an aid to teachers in constructing curricula and in making classroom goals clear and precise. The document presents a series of 281 examples, each of which states an objective and gives a sample item. The objectives are classified into 13 sections: sets; number, numeral, and numeration systems; whole numbers; fractions (positive rationals); decimals; integers; real numbers; ratio, proportion, and percent; measurement; geometry; problem solving/word problems; algebra; and statistics and probability. For related documents in this series, see ED 064 165, ED 064 166, ED 064 167, and SE 014 469. (DT)

**ED 067 259** SE 014 576

Lewis, John L., Ed.

**Teaching School Physics. A UNESCO Source Book.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—416p.

Available from—Penguin Books Inc., 7110 Ambassador Road, Baltimore, Maryland 21207

**Document Not Available from EDRS.**

Descriptors—\*Curriculum, Curriculum Development, Developing Nations, Educational Improvement, Educational Objectives, Instructional Improvement, \*Physics, \*Resource Guides, \*Science Instruction, \*Secondary School Science

Identifiers—UNESCO

This UNESCO source book on teaching physics in schools provides a synthesis of views and policies prevalent throughout the world with respect to physics education. The book's contents are contributed by educators from several nations who have been able to give an international outlook in the discussion of various aspects of physics education. The first chapter discusses the aims of teaching physics. Subsequent chapters deal with the application of psychological knowledge about learning, motivation, mental development and special problems in developing countries. To put teaching of physics in the correct perspective, two major portions of the book describe the approaches to content and method of teaching. Topics listed in these sections include: The History of Science and its Place in a Physics Course, Physics and Technology, Physics and Mathematics, and Physics and Computer Education. The last two parts of the book deal with other aspects of physics instruction, such as Physics Laboratories, Physics Apparatus, Mechanisms for Curriculum Reform, and Evaluation and Examinations. One chapter describes teacher preparation. An appendix describes the worldwide physics education improvement projects. (PS)

**ED 067 260** SE 014 580

**Unit: Made to Measure, Inspection Pack, National Trial Print.**

Australian Science Education Project, Toorak, Victoria.

Pub Date Jun 72

Note—110p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum, Instructional Materials, \*Measurement, Science Activities, \*Science Course Improvement Project, Secondary School Science, \*Units of Study (Subject Fields)

Identifiers—Australian Science Education Project  
These materials form a service unit for students in grade seven science courses in Australian secondary schools. The teacher's guide lists the



expected knowledge, skills, and attitudinal outcomes; suggests methods of facilitating student investigation; lists materials needed for each activity; and suggests additional references for student and teacher. One of the pupil books contains instructions for activities concerned with the estimation and measurement of volume, length, temperature, and time. Answers to questions and records of activities are made in a pupil record book, which also contains summaries of the important ideas that are expected to be developed. There is a self-administered diagnostic test with comments on each choice in a separate answer section. This is a revision of ED 058 067. (AL)

**ED 067 261** SE 014 581  
Unit: Micro-Organisms and Man, Inspection Pack, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date May 72

Note—95p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—\*Curriculum, Instructional Materials, \*Laboratory Procedures, \*Microbiology, Science Activities, \*Science Course Improvement Project, Secondary School Science, \*Units of Study (Subject Fields)

Identifiers—Australian Science Education Project

This unit, intended for students in grades eight or nine, is a revised version of ED 053 990. The teacher's guide lists the aims of the unit, behavioral objectives, suitable references and audio-visual aids, required apparatus and materials, and provides teaching notes for each activity, including comments concerning microbiological techniques. The core activities introduce major ideas concerning micro-organisms, particularly their role as decomposers in ecological cycles and their importance in economic production (bread, fermentation products). Students also choose from the following options: "Hunting Micro-organisms" (detection of bacteria and fungi in air, soil, and on body surfaces); "Other Micro-organisms" (pond-water examination); "Keeping Food Fit to Eat"; "What's Brewing?" (cider, vinegar, beer, wine); "Getting Rid of Garbage"; "Unseen in the Soil" (more extensive soil examination); "Disease" (infection in apples and goldfish); and a library assignment on "A Short History of Microbiology." The student's book provides instructions for some basic procedures, suggests experimental investigations, poses questions that are to be answered in a record book provided, and, in some cases, provides comments on the expected answers in an appended section. (AL)

**ED 067 262** SE 014 708  
Science Education—The Task Ahead for the National Science Foundation.

National Science Foundation, Washington, D.C.

Report No—NSF-71-13

Pub Date Mar 70

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agency Role, Curriculum, Development, \*Educational Strategies, Instruction, Program Evaluation, \*Projects, Research Projects, \*Science Education, Teacher Education

This report is a result of evaluation of the status of science education in the United States with suggested recommendations for the future role of the National Science Foundation (NSF). The overriding theme of the report for the future is summarized as "to educate scientists who will be at home in society and to educate a society that will be at home with science." The first part of the report gives a background of science education improvement activities and their impact on various facets of economy and institutions. The second part is called "A Review of Course and Curriculum Development Support" initiated by NSF. The recommendations are listed in the third part and cover a broader area. Teacher Training, Educational Technology, Science Education Outside of the Classroom, Science and Public Policy, and Pre-College, Undergraduate, and Graduate Education are the areas for specific recommendations made in the report. Other areas covered are Policies and Operations, which deals with topics such as relationship between NSF and the U. S. Office of Education, and Use of the Talents and Resources of Nonacademic Organizations. (PS)

**ED 067 263** SE 014 710  
Enrollment Increase in Science and Mathematics in Public Secondary Schools, 1948-49 to 1969-70.

National Science Foundation, Washington, D.C.

Report No—NSF-71-30

Pub Date 15 Oct 71

Note—4p.

Journal Cit—Science Resources Studies

Highlights: October 15, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Enrollment, Mathematics Education, Public Schools, \*Research, Science Education, \*Secondary School Mathematics, \*Secondary School Science, \*Student Enrollment

Identifiers—National Science Foundation

Results of studies by the Office of Education carried out in 1948-49, 1960-61, and 1969-70 are compared for total enrollment in grades 9 through 12 and for total enrollment in selected science and mathematics courses in grades 9 through 12 in U.S. public secondary schools. The findings showed that the total number of public secondary school students enrolled in science and mathematics in 1969-70 was more than 2.5 times larger than the number enrolled in 1948-49, with largest relative increases reported for enrollments in psychology, economics, and biology. During the same period, total enrollment in grades 9-12 increased 2.3 times. Enrollments for specific courses are included in tables of data. (DT)

**ED 067 264** SE 014 711  
First-Year, Full-Time Graduate Science Enrollment Continues to Decline.

National Science Foundation, Washington, D.C.

Report No—NSF-72-308

Pub Date 25 May 72

Note—4p.

Journal Cit—Science Resources Studies

Highlights: May 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Enrollment Rate, Fellowships, \*Graduate Study, \*Mathematics Education, \*Research, \*Science Education, Student Enrollment

Identifiers—National Science Foundation

Findings from a study of departmental data derived from traineeship applications in the sciences (including mathematical sciences) are presented in this paper. Data on full-time graduate enrollments from 1969 to 1971 are analyzed by type of institution, with results showing a continuing decline in first-year, full-time graduate science enrollment. Data on types and sources of major support for graduate science students during the 1969-1971 period are given and show a decline of support by fellowships and traineeships and by the Federal Government. Data showing an increase in the number of faculty and postdoctoral appointments for 1970-71 are included also. (DT)

**ED 067 265** SE 014 715  
Pace, Angela

Conservation of Identity and Equivalence Among Children from Varying Socio-Economic Backgrounds.

Pub Date [72]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conservation (Concept), \*Elementary School Mathematics, Grade 1, Grade 2, Kindergarten, Learning, \*Mathematics Education, \*Number Concepts, \*Socioeconomic Influences, Student Characteristics

This study investigates the relationship of socio-economic status to the acquisition of two basic ideas underlying the concept of number conservation, "conservation of identity" and "conservation of equivalence." Tests for conservation of identity and of equivalence, detailed in the paper, were given to kindergarten, first, and second grade children from low-income and middle-class backgrounds. The study found a greater proportion of the middle-class children conserving equivalence, with significant differences at the first and second grade levels. On the conservation of identity test, the two socio-economic groups differed significantly at the kindergarten level. Results also indicated that the identity tasks were significantly easier than the equivalence tasks for children in both socio-economic groups. (Author/DT)

**ED 067 266** SE 014 749

Phillips, Harry L. Klutts, Marguerite

Modern Mathematics and Your Child.

Office of Education (DHEW), Washington, D.C.

Report No—OE-29047-A

Pub Date 65

Note—34p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum, Elementary School Mathematics, \*Instruction, Mathematical Concepts, \*Mathematics Education, \*Modern Mathematics, \*Program Descriptions, Resource Guides, Secondary School Mathematics

This guide for parents explains the objectives of the modern mathematics being taught in the schools and discusses the teaching methods being used. A few of the elementary concepts of modern mathematics (number lines, searching for patterns, different ways of analyzing problems, number bases, and sets) are briefly explained and justifications are given for their inclusion in the modern mathematics curriculum. Short descriptions of the Madison Project, Suppes' Projects, University of Illinois Committee on School Mathematics (UICSM), School Mathematics Study Group (SMSG), the College Entrance Examination Board (CEEB) Commission's Recommendations, the Ball State Program, and the University of Maryland Mathematics Project are given along with a brief explanation of the National Defense Education Act (NDEA), Title III. Eleven suggestions of ways parents may help their children in learning modern mathematics and a reading list of 14 books are included in the final sections. (DT)

**ED 067 267** SE 014 752

Education in the Republic of China.

Ministry of Education (Republic of China).

Pub Date 70

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Chinese Culture, \*Comparative Education, \*Education, Educational Facilities, Educational Finance, \*International Education, School Systems, Statistics, Student Enrollment, Surveys

Identifiers—\*Republic of China

Beginning with a general history of education in the Republic of China since 1911, this pamphlet then states the aims of Chinese education and gives its legal background under China's Constitution. The current school system and each different type of school are briefly described and examples of the school organization of a public university, high school, and elementary school are given. The function and the organization of the educational administrative systems at the national, the provincial, and the city levels are summarized and a general explanation of educational expenditures is included. Qualifications, salaries and allowances, in-service training and advanced studies, and welfare provisions for teachers are covered in four sections of the pamphlet. Statistics on curriculum, teaching materials, equipment, current conditions of the schools, and student enrollment from kindergarten through university levels are recorded; social education and youth recreational activities are described. Data are included on foreign students studying in Taiwan and Chinese students studying abroad. An enrollment forecast for all levels of schooling for 1970 through 1980 is given at the conclusion of the pamphlet. (CT)

**ED 067 268** SE 014 753

Educational Statistics of the Republic of China.

Ministry of Education (Republic of China).

Pub Date 71

Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Comparative Education, \*Education, Educational Facilities, \*International Education, School Systems, \*Statistics, Student Enrollment, \*Surveys

Identifiers—Republic of China

A general introduction to the school system in Taiwan, to levels of education offered, and to international cultural and educational relations is given in the first section of this booklet. The second section presents statistics for each level of education: pre-school, primary, secondary (high school, normal school, and vocational school), higher education (universities and colleges, graduate schools, and normal universities and colleges), special education, adult education, and

schools in general. The statistics cover the numbers of: each type of school, full-time teachers, staff, departments, classes, students, and graduates at each level during the school years 1950-51 and from 1966-71. A summary of the number of applicants and the number of students passing the higher educational entrance examination is included. Statistics are also given for the number of Chinese students studying abroad and for foreign students in Taiwan, classified by country and by field of study, along with data on employment of Chinese students returned from abroad. A list of universities, colleges, and junior colleges is given. (DT)

**ED 067 269** SE 014 756

Wersler, Richard E.

**A Programmed Introduction to Modern Mathematics for Elementary School Teachers.**

Adrian Coll., Mich.

Pub Date Sep 72

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Arithmetic, \*Elementary School Mathematics, Geometry, Instructional Materials, \*Mathematics Education, \*Modern Mathematics, Number Systems, Set Theory, \*Teacher Education, \*Textbooks

This workbook for elementary teachers presents basic definitions and examples in the areas of set theory, numeration systems, fundamental operations and geometry. Text organization does not use programming frames. Answers to examples are included in a separate section. (DT)

**ED 067 270** SE 014 757

Braswell, James S.

**Mathematics Tests Available in the United States. Third Edition.**

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 72

Note—18p.

Available from—NCTM, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.10)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Mathematics, Educational Testing, Elementary School Mathematics, \*Evaluation, Mathematics, \*Mathematics Education, Secondary School Mathematics, \*Standardized Tests, \*Student Evaluation, \*Tests

Identifiers—National Council of Teachers of Mathematics

This pamphlet provides a comprehensive listing of mathematics tests available in the United States classified under eight headings: Arithmetic; Junior High; Batteries and General Listings, K-14; High School; General; Algebra; Geometry; Trigonometry; and College-related. Information given for each test includes title, authorship, grade levels and forms, availability of norms, publisher, reference to additional information, original date of publication, and date of latest revision. The pamphlet also contains a number of descriptions of related evaluation services with addresses for each. The final section lists 16 references which give information on the selection and use of tests. (For previous edition, see ED 039 125.) (DT)

**ED 067 271** SE 014 758

Mancy, K. H. Weber, W. J., Jr.  
**Analysis of Industrial Wastewaters.**

Pub Date 71

Note—150p.; Reprinted from "Treatise on Analytical Chemistry," Part III, Volume 2 edited by I. M. Kolthoff and others  
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016

**Document Not Available from EDRS.**

Descriptors—\*Chemical Analysis, Environmental Influences, \*Industry, Measurement Techniques, Systems Analysis, Theories, Waste Disposal, \*Wastes, Water Pollution Control, \*Water Resources

A comprehensive, documented discussion of certain operating principles useful as guidelines for the analysis of industrial wastewaters is presented. Intended primarily for the chemist, engineer, or other professional person concerned with all aspects of industrial wastewater analysis, it is not to be considered as a substitute for standard manuals on analytical procedures, rather, as a guide for the effective use of the methods described in the manuals. Concern, therefore, is mainly with the design of measurement systems

and theory of analysis rather than with stepwise procedures for analysis. Content includes discussion of: (1) the characterization of industrial wastewaters, (2) sampling, (3) analysis for major physical characteristics, (4) analysis for organic compounds, (5) analysis for metals, (6) analyses for nonmetal inorganic species, and (7) dissolved gases. Since the proper control of treatment processes and the evaluation of the pollution potential of industrial wastewaters are highly dependent upon precise and accurate measurement of impurities, industrial wastewater analysis is shown as a vital part of water pollution control. Three appendices provide information on miscellaneous organic matter, synthetic detergents, and nutrients; and a comprehensive bibliography lists related publications. This document is a reprint from "Treatise on Analytical Chemistry, Part III, Volume 2 (Industrial Toxicology" and "Environmental Pollution and Its Control)." (BL)

**ED 067 272** SE 014 777

Bosselman, Fred Callies, David

**The Quiet Revolution in Land Use Control.**

Council on Environmental Quality, Washington, D.C.

Pub Date Dec 71

Note—379p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 4111-0006, \$2.75)

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Componential Analysis, Environmental Influences, Innovation, \*Land Use, Laws, \*Local Government, Local Issues, \*Regional Planning, Relationship, \*State Legislation

The Council on Environmental Quality commissioned this report on the innovative land use laws of several states to learn how some of the most complex land use issues and problems of re-allocating responsibilities between state and local governments are being addressed. Many of the laws analyzed are designed to deal with problems that are treated in the President's proposed National Land Use Policy Act of 1971, an act providing Federal assistance to states to develop programs dealing with land use issues of regional or state concern. The bill, for example, calls upon states to identify and control development in areas of critical environmental concern; assure that development of regional benefit is not blocked or unduly restricted by local governments; and control large scale development and land use in areas impacted by key facilities. Legislation cited and analyzed includes the: (1) Hawaiian Land Use Law, (2) Vermont Environmental Control Law, (3) San Francisco Bay Conservation and Development Commission, (4) Twin Cities Metropolitan Council, (5) Massachusetts Zoning Appeals Law, (6) Maine Site Location Law, (7) Massachusetts Wetlands Protection Program, (8) Wisconsin Shoreland Protection Program, and (9) New England River Basins Commission. Summaries of other innovative legislation together with six key issues in state land use regulation are also given. (BL)

**ED 067 273** SE 014 815

**Combined Film Catalog, 1972, United States Atomic Energy Commission.**

Atomic Energy Commission, Washington, D.C.

Pub Date 72

Note—73p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Audiovisual Aids, Ecology, \*Energy, \*Environmental Education, Health Education, Instructional Materials, \*Nuclear Physics, \*Physical Sciences, Pollution, Radiation

A comprehensive listing of all current United States Atomic Energy Commission (USAEC) films, this catalog describes 232 films in two major film collections. Part One: Education-Information contains 17 subject categories and two series and describes 134 films with indicated understanding levels on each film for use by schools. The categories include such subjects as: Biology and Agriculture, Environment and Ecology, Industrial Applications, Medicine, Peaceful Uses, Power Reactors, and Research. Part Two: Technical-Professional lists 16 subject categories and describes 98 technical films for use primarily by professional audiences such as colleges and universities, industry, researchers, scientists, engineers and technologists. The subjects include: Engineering, Fuels, Medicine, Peaceful Nuclear Explosives, Physical Research, and Principles of

Atomic Energy. All films are available from the five USAEC libraries listed. A section on "Advice To Borrowers" and request forms for ordering AEC films follow. (LK)

**ED 067 274** SE 014 823

**Unit: Australians Past and Present, Inspection Pack, National Trial Print.**

Australian Science Education Project, Toorak, Victoria.

Pub Date Jun 72

Note—105p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

**Document Not Available from EDRS.**

Descriptors—\*Anthropology, \*Curriculum, Instructional Materials, \*Science Activities, Science Course Improvement Project, Secondary School Science, Social Sciences, \*Units of Study (Subject Fields)

Identifiers—\*Australian Aboriginals, Australian Science Education Project

The unit on the history of the Australian Aboriginal prepared as part of the series of science units for Australian secondary schools is intended for approximately the tenth grade level. The research techniques used by anthropologists are also emphasized in some of the activities within the unit. The core section, which all students are expected to complete, provides exercises that contrast the life of present-day Australians with that of Aboriginals before white settlement, including the differences in energy utilization and impact on the environment. The options provide activities intended to develop understanding of Aboriginal mythology, art, and technology, or to provide insight into anthropological research techniques. The student book contains reading sections and instructions for activities; the teacher's guide discusses the aims and objectives of each option and the core, lists suitable reference materials, and provides limited background materials concerned with specific aspects of Aboriginal life. A separate booklet lists the resources, available from museums in each Australian State, that will facilitate the teaching of this unit. (AL)

**ED 067 275** SE 014 824

**Unit: Systems, Inspection Pack, National Trial Print.**

Australian Science Education Project, Toorak, Victoria.

Pub Date Jul 72

Note—90p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum, Instructional Materials, Laboratory Procedures, Physiology, \*Science Course Improvement Project, Secondary School Science, \*Systems Approach, \*Units of Study (Subject Fields)

Identifiers—Australian Science Education Project

This unit in the series prepared by the Australian Science Education Project is intended for students capable of abstract reasoning and as an introduction to other high level units in the series. The core activities suggest a number of activities that should lead students to recognize that a system is something that transforms an input into an output, emphasizing a consideration of what particular systems do, rather than how they do it. The basic concept is extended by examining different physical, biological and social systems in the options: "Systems that Control Themselves" (thermostats); "Trail a Snail" (responses to the inputs of light, touch, nature of substrate); "Robots and Computers" (human analogues indicate the need for precise input statements); "Pin-Head Pupils" (pupil responses to light entering the eye); "Feedback" (drawing with and without visual feedback); "Steady as She Goes" (physiological systems regulating temperature of mammals); and "Your Class System" (classroom viewed as a system). Instructions and suggestions for each activity, a diagnostic test after the core section, and an appended answers section are provided in a student book. The teacher's manual provides comments on teaching techniques, suggests appropriate references, and lists necessary equipment. (AL)

**ED 067 276** SE 014 829

**SMEAC Newsletter, Mathematics Education, Volume 4, Number 2.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.  
Pub Date 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, \*Instruction, \*Mathematics Education, \*Newsletters, Research, \*Research Reviews (Publications), \*Secondary School Mathematics, Teaching Techniques  
Identifiers—ERIC, SMEAC

This newsletter summarizes findings from the research on secondary school mathematics published during 1971 that might be used by teachers. Covered is research on behavioral objectives, individualized procedures, comparisons of "modern" and "traditional" programs, activity learning procedures for teaching geometry, learning of logic, computer-aided instruction, homework, test development, student attitudes, problem solving, and patterns of teacher behavior. A list of 39 references is included. The Center's mathematics laboratory project is also described. (DT)

ED 067 277 SE 014 839

**A Guide to Drug Abuse Education and Information Materials, 1972.**

National Inst. of Mental Health, Rockville, Md. Health Services and Mental Health Administration.

Report No.—DHEW-HSM-71-9077

Pub Date 72

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50, Stock No. 1724-0216)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, \*Drug Abuse, Health Education, Information Dissemination, \*Instructional Materials, Mental Health, \*Publications, \*Resource Guides, \*School Community Programs

This guide was developed from efforts initiated by the National Institute of Mental Health (NIMH) to inform and educate the public about drug abuse beginning in April, 1969. At that time, NIMH produced television spots, radio announcements, newspaper and magazine ads, films, and general awareness publications. This guide was developed to make available educational guides and tools so that there can be better understanding and communication about drugs—the pressures, cultures, questions, and values—with students, young people, or patients. The guide includes films, audiotapes, a simulation program, and printed materials. They show the latest educational techniques of drug abuse prevention; how one becomes aware of his own and others' emotional reactions to drug abuse; various proven approaches used in drug abuse prevention and educational activities throughout communities in the U.S.; and beginning approaches to alternatives to drug misuse. This guide is a complete listing of all such materials available from NIMH. (LK)

ED 067 278 SE 014 841

**Troyer, Donald L. And Others**

**Sourcebook for Biological Sciences.**

Pub Date 72

Note—176p.

Available from—The MacMillan Company, 866

Third Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, \*Biological Sciences, Curriculum, \*Environmental Education, \*Health Education, Instructional Materials, Reference Materials, \*Science Education, \*Teaching Guides

This is a reference book of curriculum and multimedia materials, equipment and supplies, professional references, and auxiliary resource material. This sourcebook attempts to meet the needs of the classroom biology teacher and is a direct response to the many questions and concerns of both biology teachers and those preparing to become teachers. The book is divided into six parts: Part 1, Text and Written Materials; Part 2, Environmental Education; Part 3, Human Ecology; Part 4, Evaluation; Part 5, Facilities and Equipment; and Part 6, Professional Associations. Some unique features include references to environmental education, programmed instruction, sex education, drug education, population, and quackery under the topic of human ecology. Appendices include the topics of: Addresses of

Publishers; Addresses of Multimedia Suppliers; Addresses of Biological Materials and Equipment Suppliers; Addresses of Laboratory Furniture Suppliers; References on School Facilities; Professional References; Bibliography on Evaluation; Bibliography on Outdoor Science Education; and Preparation of Laboratory Materials. References, although directed primarily to junior and senior high school teachers, may also be of value to teachers of biological science at the junior college and university level. (LK)

ED 067 279 24 SE 014 842

**Luce, Terrence S. Volksdorf, Norman R.**

**Evaluation of a University Course in the Environment. Final Report.**

Tulsa Univ., Okla.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-F-005

Pub Date Jul 72

Contract—OEC-6-72-0675-(509)

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Courses, Educational Research, \*Environment, Higher Education, \*Measurement, \*Perception, Statistical Data, Testing, \*Values

The primary purpose of this study was to evaluate the effectiveness of the university level multidisciplinary course in the environment on bringing about heightened awareness of environmental events as reported in the mass media. A second, related study sought to determine whether particular values characteristically associated with the various disciplines could be modified by such a course experience. Experimental subjects, 61 students in the University of Tulsa, were administered an Environmental Events Awareness Scale and the Allport-Vernon-Lindzey Study of Values, both prior to and at the end of a multidisciplinary university course entitled "Science, Technology and the Environment." The results indicate no heightened awareness of the experimental subjects, as measured by the Environmental Events Awareness Scale. Data indicate there was actually a decrease in the awareness of such environmental events at the end of the course experience. Similarly, the results revealed little change in selected values as a function of exposure to the course material. (BL)

ED 067 280 24 SE 014 843

**Tinsley, Ian J. And Others**

**Evaluation of an Introductory College Course in Environmental Studies. Final Report.**

Oregon State Univ., Corvallis. Dept. of Agricultural Chemistry.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-I-J-018

Pub Date Aug 72

Grant—OEG-X-71-0014(057)

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Tests, \*Courses, Educational Research, \*Environment, Evaluation, Higher Education, \*Measurement, \*Perception, Social Sciences, Statistical Data, \*Values

This paper reports on an evaluation conducted at Oregon State University in 1971 and 1972 for an introductory college course in environmental studies, "Man and the Environment." The course used integrated content and was team-taught by an inter-disciplinary team using several innovative approaches. Subjects were administered an Environmental Knowledge Inventory and an Inventory of Societal Issues (ISI), both as pretests and posttests. Results indicate students taking the course increased significantly in their knowledge of the environment as compared with a control group. In addition, they showed significant attitude changes on four of five factors on the ISI (revised form). These changes are interpreted to mean that the students have become less sure that scientific and technological advances are beneficial to the man-nature interaction and have become more aware that such advances may be detrimental to it; they have become more aware of the complexity of the problems; they are more concerned with the problems of population growth and the need to restrict it; they are less certain that science and technology are capable of solving society's problems; and they are more concerned with individual and personal responsibility and action. (BL)

ED 067 281

SE 014 859

**Fontenot, J. L.**

**Kraft Board Odor Evaluation by Gas Chromatography and Odor Judging Panel.**

Pub Date 71

Note—7p.; Presented at TAPPI 22nd Testing Conference, 1971

Available from—Microfiche Systems Corporation, 305 East 46 Street, New York, New York 10017 (\$1.25, microfiche copy)

Document Not Available from EDRS.

Descriptors—\*Air Pollution Control, \*Consumer Science, Environment, Food, \*Methods, \*Paper (Material), \*Research, Scientific Methodology, Scientific Research, Technology

This is an experimental study which was undertaken to determine if a gas chromatographic technique could be used to measure paperboard odor levels. Because there are many variations to odor testing using a panel of judges - which is the generally accepted method - the author states that, obviously, an objective method for ascertaining odor levels would be a valuable tool. Paperboard odor levels were evaluated by gas chromatography using head space sampling techniques. Samples were rated according to relative response factors of the odoriferous components. A good correlation was obtained between this gas chromatographic method and an odor judging panel. Standard techniques were used in selecting, training, and using the panel. One conclusion reached was that this method has practical applications, and can be used in finding odor sources. (LK)

ED 067 282

SE 014 860

**Ekman, Frank**

**Instructions for Sampling Particulates.**

National Dust Collectors Corp.

Pub Date Sep 71

Note—64p.

Available from—Microfiche Systems Corporation, 305 East 46 Street, New York, New York 10017 (\$1.25, microfiche copy)

Document Not Available from EDRS.

Descriptors—\*Air Pollution Control, \*Environment, Equipment, Measurement Instruments, \*Methodology, \*Reports, Technology

This technical report presents detailed instructions for sampling particulates. The table of contents includes sections on Introduction, Volume Determinations, Apparatus - Assembly and Operation, Sampling Techniques, and Acknowledgment. Six charts, 24 graphs, and one diagram are appended to facilitate sampling, as well as sections on Isokinetic Sampling and New Conversion Factors, which explain the new regulations of the Environmental Protection Agency for expressing concentration of pollutants. (LK)

ED 067 283

SE 014 874

**Hirigoyen, Hector**

**Algebra 1Q, Mathematics: 5215.12.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—23p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Algebra, Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests

Identifiers—\*Quinmester Program

This is the second of the six guidebooks on minimum course content for first-year algebra; it includes the ordered field properties of the real number system, solution of linear equations and inequalities, verbal problems, exponents and operations with polynomials. Overall goals for the course are stated; performance objectives for each unit, a course outline, references to state-adopted texts, and teaching suggestions are given. A pretest and posttest are included, plus a list of eight references. For other booklets in the algebra sequence, see SE 014 897 and SE 014 875. (DT)

ED 067 284

SE 014 875

**Rose, Patricia**

**Algebra 1s, Mathematics: 5215.14.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Algebra, Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests



**Identifiers—\*Quinmester Program**

This is the fourth of six guidebooks on minimum course content for first-year algebra; it includes first degree equations involving absolute value, radicals, various approaches to solving quadratics, and problem solving with quadratics. After course goals are stated, a listing of performance objectives, a course outline, textbook references, and teaching suggestions are given. Pretest and posttest items are included, plus an annotated list of three references. For other booklets in the series, see SE 014 897 and SE 014 874. (DT)

**ED 067 285** SE 014 878

*Koven, Marcia*

**C P Structures 1, Mathematics: 5210.21.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—16p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Number Concepts, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides  
**Identifiers—\*Quinmester Program**

This is the first of eight guidebooks for a course designed for the junior high student preparing for algebra. The booklet includes place value, expanded numerals, exponents, and elementary set theory. General goals and performance objectives, a course outline, and sample posttest items are given. (DT)

**ED 067 286** SE 014 879

*Gomez, Maria*

**Calculus 2, Mathematics: 5297.42.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—21p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Calculus, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

The second in a four-part sequence for the student seeking Advanced Placement, this booklet emphasizes theory and applications of the derivative and the definite integral. Overall goals and performance objectives are specified. A course outline, teaching suggestions, and references to state-adopted texts are given for each topic covered. A sample test is included. (DT)

**ED 067 287** SE 014 880

**Consumer Math 2, Mathematics: 5285.22.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—17p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Practical Mathematics, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

The second of four guidebooks for the General Math student is designed to aid in developing computational skills. Topics covered include computation of interest on installment purchasing, discounts, cost of commercial transportation, balancing a budget, and using simple statistical information. A list of general goals for the course and overall strategies is given, then performance objectives are specified both for computational skills and for specific topics by the course. A course outline and teaching suggestions for each unit are included along with a skills pretest and posttest and with posttests for purchasing, transportation, and statistics. For other booklets in this set, see SE 014 881, and SE 014 882. (DT)

**ED 067 288** SE 014 881

**Consumer Math 3, Mathematics: 5285.23.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—17p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Practical Mathematics, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

The third of four guidebooks in a non-sequential course of study for the General Math student, this booklet includes computation on personal income, income tax, and retirement income. General goals and overall strategies are given for the course, then performance objectives for computational skills and for specific topics are listed. A course outline, teaching suggestions, and sample pretests and posttests for each unit are included. For other booklets in this set, see SE 014 880 and SE 014 882. (DT)

**ED 067 289** SE 014 882

**Consumer Math 4, Mathematics: 5285.24.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—19p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Practical Mathematics, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

The last of four guidebooks for the General Math student covers installment purchases and small loans, investments, insurance, and cost of housing. Goals and strategies for the course are given; performance objectives for computational skills and for each unit are specified. A course outline, teaching suggestions for each unit, and sample pretests and posttests are included. For other booklets in this set, see SE 014 880 and SE 014 881. (DT)

**ED 067 290** SE 014 883

**Double-S Decimals, Mathematics: 5211.20.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, Objectives, \*Remedial Mathematics, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

The last of four guidebooks in the sequence, this booklet uses UICSM's "stretcher and shrinker" approach in developing place value, and four operations with decimals, conversion between fractions and decimals, and applications to measurement and rate problems. Overall goals, performance objectives for the course, teaching suggestions, and a suggested time schedule are included. Specific performance objectives for each topic are listed. Given is a bibliography of 16 references for enrichment and practice materials. For other booklets in the set, see SE 014 885 and SE 014 884. (DT)

**ED 067 291** SE 014 884

**Double-S Fractions, Mathematics: 5211.15.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Remedial Mathematics, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

The third of four guidebooks using UICSM's "stretcher and shrinker" approach, this booklet includes work with the four operations with fractions and mixed numbers, and problems with per cent. Goals for the course, general performance objectives, teaching suggestions, and a suggested time schedule are given. Objectives for each topic are specified. A bibliography of 16 references for enrichment and practice activities is included. For other booklets in this set, see SE 014 885 and SE 014 883. (DT)

**ED 067 292** SE 014 885

**Double-S Number Theory, Mathematics: 5211.09.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Remedial Mathematics, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

This is the second of four guidebooks on developing computational skills using the "stretcher and shrinker" approach developed by UICSM. Approximation, inverses, equations, factoring, and rearrangement are covered. Overall goals for the course, performance objectives, teaching suggestions, and a suggested time schedule are included. Sixteen references for enrichment and practice activities are listed. For other booklets in this set, see SE 014 883 and SE 014 884. (DT)

**ED 067 293** SE 014 892

*Gordon, Marjorie S.*

**Math Structures 2, Mathematics: 5211.22.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, \*Grade 7, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

This is one of two guidebooks designed for the highly motivated student in grade seven. Decimals, ratio and proportion, and percent are covered. Overall goals for the course are specified, then performance objectives, a unit outline, references, and teaching suggestions are given for each unit. A sample posttest and a list of references are included. (DT)

**ED 067 294** SE 014 893

*Edwards, Raymond J.*

**Modern Algebra, Mathematics: 5293.36.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—34p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—Modern Algebra, \*Quinmester Program**

This guidebook covers Boolean algebra, matrices, linear transformations of the plane, characteristic values, vectors, and algebraic structures. Overall course goals and performance objectives for each unit are specified; sequencing of units and various time schedules are suggested. A sample pretest and posttest are given, and an annotated list of 14 references is included. (DT)

**ED 067 295** SE 014 895

*Younkin, William F.*

**Patterns in Mathematics: 5212.65.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, \*Mathematical Enrichment, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

Designed for the student who has mastered the skills in Math Structures 1 and 2 (of the Quinmester Program), this course includes work with flow charts, sequences and series, Pascal's triangle, magic squares, number patterns, similar figures, and coding. Each topic has a suggested time limit, performance objectives, teaching suggestions, and textbook references. Overall goals are given for the course and a sample posttest is included, along with an annotated bibliography of 30 references. (DT)

**ED 067 296** SE 014 897

*Strachan, Florence* *Hirigoyen, Hector*

**Algebra 1p, Mathematics: 5215.11.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—37p.; An Authorized Course of Instruction for the Quinmester Program  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Algebra, Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests  
**Identifiers—\*Quinmester Program**

This is the first of six guidebooks on minimum course content for first-year algebra; it introduces

the language of sets, the fundamental operations and properties of the real number system, the use of variables, and the solution of simple linear equations and inequalities. Overall goals for the course are stated; then performance objectives, a unit outline, references to state-adopted texts, and teaching suggestions are concisely given for each topic. A sample pretest and posttest are included along with an annotated list of three references. See SE 014 874 and SE 014 875 for other booklets in the algebra sequence. (DT)

**ED 067 297** SE 014 899  
Johnson, David J.

**Trigonometry 1, Mathematics: 5219.11.**  
Dade County Public Schools, Miami, Fla.  
Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests, \*Trigonometry  
Identifiers—\*Quinquennial Program

The first of a two-part sequence for the student who has had difficulty in second-year algebra, this booklet covers definitions and measurement of angles (in degrees and radians), the trigonometric functions, solving trigonometric equations and graphing functions, identities, and computation with base ten logarithms. Overall goals for the course are stated and performance objectives for each unit are specified. A course outline, references to state-adopted texts, and teaching suggestions are listed. Included are sample pretests and posttests and an annotated list of five references. For the other booklet in this sequence, see SE 014 900. (DT)

**ED 067 298** SE 014 900  
Johnson, David J.

**Trigonometry 2, Mathematics: 5219.12.**  
Dade County Public Schools, Miami, Fla.  
Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Curriculum, Instruction, Mathematics Education, \*Objectives, \*Secondary School Mathematics, \*Teaching Guides, Tests, \*Trigonometry  
Identifiers—\*Quinquennial Program

This booklet is the second of a two-part sequence of minimum content for trigonometry. It includes sum, difference, double-angle, and half-angle formulas; Law of Sines; Law of Cosines; inverse trigonometric functions; polar coordinates; and DeMoivre's Theorem. Goals, performance objectives for each unit, a course outline, references to state-adopted texts, and teaching suggestions are given. Sample pretests and posttests are included along with an annotated list of five references. For the other booklet in this sequence, see SE 014 899. (DT)

**ED 067 299** SE 014 902  
Bemiss, Clair W.

**Teachers Curriculum Guide for Field Ecology.**  
Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—383p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Ecology, \*Environmental Education, \*Field Studies, Instructional Materials, Investigations, Learning Activities, \*Secondary Grades, \*Teaching Guides  
Identifiers—ESEA Title III

Focusing upon a working knowledge of ecological principles as a requisite for today's society, this teacher's guide suggests numerous field studies which make pertinent use of these principles. It is designed to serve as an aid in planning student-centered activities which allow for understanding and improving the ecosystem in which they are an integral part. To assist the teacher with field activities, a series of descriptions of Brevard County, Florida, plant and animal communities is provided. The major section of the guide suggests field investigations in several areas: biomes and ecosystems, population and communities, nutrition web, aquatic ecology, and man vs. nature. Background information, purpose of the activity, materials required, and

procedures to follow are enumerated with diagrams and charts drawn when necessary. Also included are ideas for water and sewage analysis, a listing of possible case studies relevant to ecological problems in Florida, and a review of procedures in selecting and developing study sites for an ecology improvement project. Miscellaneous teacher reference and resource material is appended. This work was prepared under an ESEA Title III contract. (BL)

**ED 067 300** SE 014 912  
Bemiss, Clair W.

**Teachers Environmental Resource Unit: Consumer Resources Idea Manual.**

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—43p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Action Programs (Community), Community Involvement, Community Organizations, \*Consumer Economics, \*Ecology, Environment, Environmental Education, \*Neighborhood Improvement, \*Resource Guides

Identifiers—ESEA Title III

The Consumer Resources Environment has developed this idea handbook as part of the Broad Spectrum Environmental Education Program in Brevard County, Florida. Interest has been displayed by local civic groups, fraternal clubs, and private organizations in identifying environmental improvement projects that could be undertaken by individual groups. The Environment thus saw the need for a coordinated, combined approach to resolving the problems, utilizing total effort and talents of multiple groups. To this end, presentations were given to various groups to stimulate their interest in the local area ecology, improve their environmental awareness, and encourage them to develop constructive projects for the betterment of the county. The main portion of this idea book consists of five such presentations. They deal with problems, possible solutions, and improvement ideas/projects associated with Brevard's beaches, recreational areas, bike paths, solid waste disposal, and waterways. In addition, 14 other projects which keep the public ecologically minded and stress moral responsibility are briefly described. These range from grocery bags and other reusable containers to project awards, media public service announcements, and organic gardening. This work was prepared under an ESEA Title III contract. (BL)

**ED 067 301** SE 014 913  
Bemiss, Clair W.

**Teachers Environmental Resource Unit: Industry: Iron/Steel & Pulp/Paper.**

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—71p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Environmental Education, Industrialization, Industrial Technology, \*Instructional Materials, \*Manufacturing Industry, \*Pollution, \*Resource Units, Teaching Guides

Identifiers—ESEA Title III

Iron and steel and pulp and paper industries, two representatives of American industry, are selected in this teacher's guide for the study of industrial pollution and current pollution control efforts. The resource unit is intended to provide the teacher with basic information that will aid classroom review of these problems. Both industries are discussed separately, focusing on the stages of production, air pollution, water pollution, current pollution abatement systems, cost analysis, and attitudes of the industry. A bibliography is included. This work was prepared under an ESEA Title III contract for the project "Broad Spectrum Environmental Education Program." (BL)

**ED 067 302** SE 014 914  
Bemiss, Clair W.

**Teachers Environmental Resource Unit: The Automobile.**

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Environmental Education, \*Environmental Influences, \*Instructional Materials, \*Motor Vehicles, Pollution, \*Resource Units, Teaching Guides, Technology, \*Transportation

Identifiers—ESEA Title III

Environmental problems created by the automobile and intensified rapidly over the past three decades are studied in this teacher's guide. The resource unit is intended to provide the teacher with basic information that will aid classroom review of these problems. With efficient and effective transportation as a goal, topics focus on transportation efficiency, the cost of transportation, the automobile, the automobile and the environment, air pollution, land use, water pollution, improving the internal combustion engine, alternatives to the conventional internal combustion engine, and mass transit. A bibliography is included. This work was prepared under an ESEA Title III contract for the project "Broad Spectrum Environmental Education Program." (BL)

**ED 067 303** SE 014 915  
Bemiss, Clair W.

**Teachers Environmental Resource Unit: Energy and Power.**

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Energy, Environmental Education, Environmental Influences, \*Fuel Consumption, \*Instructional Materials, Kinetics, \*Resource Units, Teaching Guides, \*Technology

Identifiers—ESEA Title III

Problems associated with energy production and power are studied in this teacher's guide to better understand the impact of man's energy production on the environment, how he consumes energy, and in what quantities. The resource unit is intended to provide the teacher with basic information that will aid classroom review of these problems. Topics focus on solar energy, man and energy, energy efficiency, fossil fuel consumption and pollution, nuclear energy, geothermal energy, superconductivity, magnetohydrodynamics, and waste recycling. A bibliography is included. This work was prepared under an ESEA Title III contract for the project "Broad Spectrum Environmental Education Program." (BL)

**ED 067 304** SE 014 917  
Bemiss, Clair W.

**Social Studies Resource Units.**

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—296p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Environment, Human Relations, Instructional Materials, Problem Solving, \*Resource Units, \*Secondary Grades, \*Social Studies, \*Teaching Guides

Identifiers—ESEA Title III

Based on the premise that fundamental solutions to environmental problems must include social solutions, these three resource units are designed to study the interrelation of man and nature as part of the social studies curriculum. A series of inquiry questions are posed with the intent of stimulating students to find solutions to our environmental crisis. The inquiry and problem solving approach seeks to: (1) build a framework of reference to attain an understanding of the causes and effects of our present environmental crisis, (2) attain an awareness of both the beauty and ugliness of our environment, (3) develop a sense of pride and social responsibility for the preservation of our planet, (4) foster a realistic identity with the social problems relating to our environment, (5) create the desire to become involved in finding solutions to these problems, and (6) realize the importance of at-

titudes toward making advances in the human conditions. Each of the units, Technology and Our Environment, Man vs. Nature, and Responsible Social Action Toward Our Environment, is sub-divided into inquiry questions, learning activities, resource materials, possible evaluation techniques, teacher suggestions, student comments, and teacher comments. A resource bibliography is included. This work was prepared under an ESEA Title III contract. (BL) 130SO

**ED 067 305** SO 002 105  
Allen, D. I.

**The Analysis of Social Issues by Social Science Majors. Draft.**

Simon Fraser Univ., Burnaby (British Columbia).  
Pub Date 23 Nov 71  
Note—9p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Processes, \*Concept Teaching, Educational Research, Preservice Education, \*Social Sciences, \*Social Studies, Thought Processes, \*Transfer of Training

The new social studies rationale assumes that concepts learned in a formal school setting can be incorporated into the student's cognitive structure and, further, that students can apply fundamental social studies concepts to analysis of the world's major problems. Teaching, then, concerns itself not with accumulation of factual information but, rather, with the development of concepts, theories, generalizations, principles, and main ideas which, according to this study, need to become part of the student's way of viewing the world in order to interpret and analyze the data of everyday experience. Thirty-five select social studies student teachers and eighteen English student teachers, asked to discuss and suggest remedies for one of four major social issues, were randomly divided into two groups—one cued to use theories and concepts from their social science field, and the other not cued. Demonstrating the apparent lack of emphasis on concept and theory learning, comparisons between majors and between the cued and uncued teachers indicated that study in their major field did not appear to have improved their ability to analyze and suggest remedies for major social issues. School instruction in general and the social studies specifically need to concern themselves with functional learning. (SJM)

**ED 067 306** SO 002 335

Treaner, Hugh J. Murray, C. Kenneth  
**Verbal and Cognitive Behavior Patterns in the Classrooms of Selected Social Studies Teachers.**

Pub Date Nov 71  
Note—9p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classroom Communication, Classroom Research, Cognitive Development, \*Cognitive Processes, Interaction Process Analysis, Secondary School Teachers, \*Social Studies, Speeches, \*Teacher Behavior, \*Verbal Communication

This study was intended to obtain baseline data in the areas of verbal and cognitive behavior patterns of selected secondary social studies teachers. Hypotheses for study were that there will be no significant difference between: 1) observed verbal teaching behaviors of the highest and lowest ranked teachers; 2) the observed cognitive behavior of the highest and lowest ranked teachers; and, 3) the observed cognitive behavior of the students of the highest and lowest ranked teachers. Instruments used to measure the verbal and cognitive behavior were Teaching Situation Reaction Test (TSRT), the Observational System for Analysis of Classroom Instruction (OSACI), and the Florida Taxonomy of Cognitive Behavior (FTCB). Thirty secondary social studies teachers were selected for the sample—those ranking in the upper and lower quartiles of the TSRT. The variables under investigation were the verbal teaching behaviors as measured by the OSACI and the cognitive classroom behavior of the teachers and their students as measured by the FTCB. Findings indicate that the cognitive behavior patterns of teachers and students can be identified and the cognitive behavior differs mostly at the higher levels of cognition. (More specific findings are detailed in the document.) (Author/JLB)

**ED 067 307** SO 002 350

Bartlett, Beatrice S., Ed. And Others  
**Teaching about Asia at the Secondary Level. Report of the Fifteenth Yale Conference on the Teaching of Social Studies.**

Yale Univ., New Haven, Conn.

Pub Date 69

Note—161p.

Available from—Office of Teacher Training, Yale University, 135 Prospect, New Haven, Connecticut 06520 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Area Studies, \*Asian History, Burmese Culture, Chinese Culture, Conference Reports, Developing Nations, \*Foreign Culture, Indians, Japanese, \*Non Western Civilization, Resource Guides, Secondary Education, Teaching Guides  
Identifiers—\*Asian Studies, China, India, Japan, Southeast Asia

This conference booklet seeks to assist high school teachers who teach about Asia. Emphasis is upon providing a bibliography, with course outlines and background materials also offered. Four hundred annotated citations focusing on book, periodical, and other resource materials, published within the last decade, are provided for teachers working with advanced and able students who desire to investigate topics in depth. The bibliography is arranged into six main sections: China, India, Japan, Southeast Asia, general, and publishers addresses. In an effort to promote cultural understandings, three course outlines on China and two on India offer examples of differing teaching approaches for secondary grade levels. Four papers provide background readings on several ways of generalizing about Chinese culture and society, land settlement, Chinese ethnocentrism, and the politics of imperial China; the classical music of India; the search for relevance in Japanese history; and nationalism and communism in Southeast Asia. (SJM)

**ED 067 308** SO 002 571

Kleiman, Stan

**Carnegie-Mellon University Social Studies Curriculum Project. A New History of the United States: An Inquiry Approach.**

Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date Jan 72

Note—144p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Content Analysis, Course Evaluation, \*Curriculum Evaluation, Economics, History, Inquiry Training, Political Science, \*Program Evaluation, Secondary Education, \*Social Studies, \*United States History

Identifiers—\*Carnegie Mellon University Social Studies Project, CMAS

The CMAS is a system of instructional materials analysis consisting of a detailed comprehensive taxonomy of questions on product characteristics, rationale and objectives, content, theory and strategies, antecedent conditions, evaluation, background of materials development, and on background of the analysis. Documents related to or offering an explanation of the analysis system are ED 039 159, ED 040 094, ED 041 794, and ED 049 134. A brief summary of the course which is analyzed, "New History of the United States: An Inquiry Approach," is described in ED 051 059. Subject areas of this course are history, political science, and economics. More than 500 analysis items are used for the eight major and numerous minor topics of evaluation. The substantive content is analyzed as moderately sound, and the physical and technical content as very good, although more visual materials could have been included in the text. The author's rationale is implicit and fairly clear to the analyst, while the objectives set forth are very clear. Primary goals of the materials, as seen by the analyst, are for students to become skilled in the scientific method, questioners of existing knowledge and values, and creative, divergent thinkers. Cognitive objectives are stated clearly with emphasis on analytical thinking, and affective objectives are also stated. Cognitive content of the materials is judged as unbiased, of good quality, and balanced in values, with much emphasis placed upon analytical questioning and inquiry. (SJM)

**ED 067 309** SO 002 584

**New Directions, New Dimensions. Secondary Education in Kentucky.**  
Kentucky State Dept. of Education, Frankfort.  
Office of Curriculum Development.

Pub Date 70

Note—159p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Cultural Pluralism, \*Educational Change, Educational Innovation, Educationally Disadvantaged, \*Educational Practice, Enrichment Programs, General Education, Individualized Instruction, Instructional Innovation, Open Plan Schools, School Community Relationship, School Organization, Secondary Education, \*Secondary Schools, \*Special Programs, \*Teaching Methods, Team Teaching

Thirty-seven articles describe efforts of Kentucky educators to keep pace with accelerating educational change and to recognize outstanding work of secondary school systems and individual teachers. Emphasis is upon making schools responsive to the varying and urgent demands of life in a highly technological changing society, and further, helping students to function harmoniously, happily, and humanely in their environment. Experimental programs and projects suggest solutions to the pressing problems. The major sections and their topics are: 1) ways of meeting special needs of students through individualized, vocational, and occupational instruction; 2) flexibility of school organization including team teaching, open schools, and flexible scheduling; 3) an Afro-American unit and ways of introducing contributions of ethnic groups to American culture as transmitted in the schools; 4) and 5) approaches toward new methodologies and new and revised content in social studies, algebra, biology, and physical education, and ideas for strengthening programs and curriculum; 6) offering electives in order to offer students a choice; and 7) schools meeting the community needs. A related document is SO 002 585. (Author/SJM)

**ED 067 310** SO 002 585

**New Directions, New Dimensions. Elementary Programs in Kentucky.**

Kentucky State Dept. of Education, Frankfort.  
Office of Curriculum Development.

Pub Date Jun 70

Note—170p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Change, Educational Innovation, \*Educational Practice, Elementary Education, \*Elementary Schools, Enrichment Programs, Experimental Programs, Individualized Instruction, Language Arts, Nongraded System, Relevance (Education), School Community Relationship, Social Studies, \*Special Programs, \*Teaching Methods, Team Teaching, Ungraded Elementary Programs

One of a series, this publication contains forty articles on educational change taking place in Kentucky elementary schools in the areas of school organization, educational practices, experimental projects and programs, and philosophies. A brief description of this series is given in SO 002 584. The publication, covering a wide range of educational interests, is arranged into five major sections: organizing for instruction, changing content and methods, involving people who care, meeting special needs, and enriching and strengthening programs. A related document is SO 002 584. (SJM)

**ED 067 311** SO 002 797

Hamilton, Jon

**Portuguese in Transition.**

Toronto Board of Education (Ontario).

Pub Date Dec 70

Note—115p.

Available from—Research Department, Toronto Board of Education, 155 College, Toronto 130, Ontario (\$1.75/single copy)

**Document Not Available from EDRS.**

Descriptors—\*Acculturation, Bibliographies, Biculturalism, \*Cultural Awareness, Cultural Background, Cultural Differences, \*European History, \*Immigrants

Identifiers—Canada, \*Portugal

This report addresses itself to questions asked by Toronto teachers of Portuguese New Canadians. It aims at a comprehensive understanding of the socio-historical development of Portuguese people as related to present urbanization problems faced by the Portuguese immigrants in Toronto. The introduction establishes the cultural and historical continuity of these immigrants with life in Portugal. The second section introduces the basic geographic, demographic, and economic information concerning Portugal. In the third section, Portugal's political, cultural, and educational



history is developed. Since most of Toronto's Portuguese community comes from the Azores, the special role of these islands is discussed in this section. The Portuguese way of life forms the basis for the fourth section. The effects of the Portuguese way of life in conditioning Portuguese immigrants in Canada is discussed in the final section and placed in the perspective of the entire report in the conclusion. The bibliography includes: bibliographic guides; government documents; books; articles and essays; and interviews. Appendix I discusses the food customs of the Portuguese New Canadians while Appendix II discusses their cultural and occupational contributions. (FDI)

ED 067 312 SO 002 799

Schreiber, Jan

*In the Course of Discovery: West Indian Immigrants in Toronto Schools.*

Toronto Board of Education (Ontario). Research Dept.

Pub Date 70

Note—70p.

Available from—Toronto Board of Education, Research Department, 155 College, Toronto 130, Ontario (\$1.75)

Document Not Available from EDRS.

Descriptors—\*Cultural Awareness, \*Cultural Background, Elementary Education, \*Foreign Students, History, \*Immigrants, Negroes, \*Negro History, Secondary Education, Slavery Identifiers—Canada, \*West Indies

By furnishing cultural and historical research, this study provides teachers with background information on West Indian immigrants, thereby helping teachers to better understand and assist such newcomers, who comprise over five percent of the total yearly Canadian immigration, in the Toronto schools. Seven sections comprise the booklet. The first two sections describe the immigrant's perspective of Canada and the West Indian setting. Although political and economic conditions vary in the West Indies, the islands have many uniting similarities which are discussed in the 3rd section dealing with historical background. A racial mixture has produced a population of great variety in color, language, and religious conditions. The fact that all islands for 300 years were under the institution of slavery and colonized by different European countries gives them a similar historical background, and at the same time explains differences. The fourth section describes social life, language, religion, and education which before 1940 was offered only to the higher class. Today, in contrast, academic aptitude is the criterion for secondary school admission. Section five portrays characteristics of West Indians abroad, while chapter six discusses racial, language, and other difficulties of the immigrants and the challenge to Canada to improve racial attitudes in the schools. The last section includes a bibliography. (SJM)

ED 067 313 SO 003 035

*Development of an Inservice Model for Implementing New Methodology in the Social Studies Curriculum. End of Project Period Report. Volume IV.*

Madison Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American History, Area Studies, Curriculum Planning, Economic Education, Environmental Education, Geography Instruction, \*Inductive Methods, \*Inquiry Training, \*Inservice Teacher Education, Models, Negro Culture, Political Science, Secondary School Teachers, Social Psychology, Social Sciences, \*Social Studies, Sociology, \*Teacher Workshops, Western Civilization

The first part of this document is a course outline for "Inductive Teaching Techniques for the Junior and Senior High School Teachers." The method of instruction uses an approach suggested in the Tabas Inservice Education program, and the class consists of conducting a situation as the teacher would in the classroom. The second part of the document consists of a schedule of activities for an inservice teacher workshop. Among the objectives of the workshop are that participants will: 1) evaluate their present classroom practices in terms of planning, techniques, materials employed, student evaluation, and ac-

tivity evaluation; 2) demonstrate increased skill in the practices in §1; 3) alter perception of their role as classroom teachers; and, 4) delineate an inquiry model for use in their own classrooms. There are five separate units to the workshop, in which a variety of techniques and materials are represented. The five meetings are: 1) Introduction, Discussion of workshop objectives, and Pre-Evaluation: Geography and Sociology; 2) Planning—American History, American Studies, and Political Science; 3) Implementation—Black Culture; 4) Evaluation and Modification—Western Civilization, Area Studies, Economics, and Social Psychology; and 5) The Inquiry Model. (JLB)

ED 067 314 SO 003 036

*The Teacher Aide Program. ESEA, Title III—Social Studies In-Service Model Project Bulletin 3.*

Madison Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Elementary Grades, \*Inservice Education, Instructional Improvement, Job Analysis, \*Paraprofessional School Personnel, \*Pilot Projects, Preservice Education, Program Descriptions, Program Effectiveness, Secondary Grades, \*Social Studies, \*Teacher Aides, Teacher Role

Identifiers—PACE, \*Projects to Advance Creativity in Education

The Teacher Aide Program—one aspect of a 1967-68 Title III ESEA project to implement a pilot social studies program in various Madison, Wisconsin, public schools—utilized 1 full-time or 2 part-time noncertified aides working with each of 4 project teaching teams (horizontal teams at grades 6 and 10, and vertical teams at grades 4, 5, 6, and 8, 9, 10). The aides performed the duties deemed appropriate by each 3-man team since formal aide training was provided on-the-job. Project staff and administrators rated the program an unqualified success. Such a program was viewed as essential to successful implementation of classroom innovations dealing with team teaching and individualized instruction. The use of aides also resulted in a better instructional program because of the additional time for teachers. The report includes a project description; an analysis of the Teacher Aide Program in terms of aides' duties, program effectiveness, problems encountered in using aides, and recommendations for resolving these problems; general conclusions and recommendations; tabulations of mean scores of project and non project teachers in terms of selected tasks; a 4-item bibliography; and models of the teacher-aide daily log and the teacher-activities outline. (GC)

ED 067 315 SO 003 207

Hughes, James W.

*Teaching About Africa in the Elementary School: A University-Public Schools Co-operative Program for Improving Social Studies Teaching.*

Pub Date 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*African Culture, \*African History, \*College School Cooperation, Cooperative Programs, \*Elementary School Curriculum, Instructional Improvement, \*Social Studies, Teacher Education

In response to requests for more relevance in content and methods for Inner City region, Oakland University and various public school systems have established an emphasis on teaching about Africa in the elementary school. Mutual cooperation has enabled curriculum to be altered, and introduced, and has established a positive climate for enabling change in the elementary social studies program. Examples of such vehicles for introducing change are: 1) Establishment of a University 4-credit course, Teaching About Africa in the Public Schools, for undergraduate and graduate students; 2) Development of an annotated bibliography of children's and adolescents' fiction and non-fiction material available from the University on loan; 3) Development of a resource bibliography of audiovisual material available in eight centers within the Detroit Metropolitan area; 4) Development of teaching kits on Africa for loan to public schools teachers. Kits contain artifacts and other useful materials; and 5) Workshop and in-service participation by both University and public school

personnel have taken place on topics of interest concerning Africa. The author also includes a list of reasons why others might be interested in knowing about the cooperative program described here. (ED 063 234 is a related document.) (Author/JLB)

ED 067 316 SO 003 307

*Training for Social Welfare: Fifth International Survey. New Approaches in Meeting Manpower Needs.*

United Nations, New York, N.Y. Dept. of Economic and Social Affairs.

Pub Date 71

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, \*Developed Nations, \*Developing Nations, \*Economic Development, Educational Programs, Instructional Programs, \*Manpower Development, National Programs, Program Development, \*Social Welfare, Training

Offered here is a narrative survey of international approaches to training for social welfare. For the purposes of the survey, social welfare tasks have been defined as those which involve the improvement of social functioning and social relationships in meeting social needs at individual, group, or community levels. The study also encompasses manpower policies and provisions for social welfare tasks in all sectors of national development. Only developments of an innovating character were selected for consideration. The survey was concerned with new approaches and experiments to develop manpower for tasks at different levels, ranging from policy making, planning, administration, education and supervision, to a variety of field activities. The developments covered in the study took place principally during 1960-69. The main concerns of the study may be grouped according to: manpower policy for social welfare; organizing training procedures and resources; and realizing curriculum objectives. A chapter is devoted to each of these areas, and a concluding chapter is devoted to examining the significance of the expanding concept of social welfare and the implications of its developmental aspects against the background of the findings. (Author/JLB)

ED 067 317 SO 003 504

Harvey, O. J.

*Final Technical Report on Contract Number 1147(07).*

Colorado Univ., Boulder.

Spons Agency—Office of Naval Research, Washington, D. C. Group Psychology Branch.

Pub Date 71

Note—38p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD718 402 microfiche \$ .95; hardcopy \$3.00)

Document Not Available from EDRS.

Descriptors—\*Attitudes, Behavior, \*Behavior Patterns, \*Beliefs, Developmental Psychology, Family Influence, Measurement Instruments, Personality Development, \*Personality Studies, \*Psychology, Psychometrics

Identifiers—Conceptual Systems Test, This I Believe Test

Most of the research summarized in the report centers around cross sectional differences among representatives of different belief or personality systems. Some of the developmental determinants of different belief systems are discussed, and some of the results of two studies aimed specifically at this question are presented. All work carried out has been aimed to create conditions that foster development of belief systems in the direction of greater openness, flexibility and behavioral effectiveness and has been done within the educational setting. (Author)

ED 067 318 SO 003 514

Eckland, Bruce K.

*Research Workshop Report. Sociological Theory and Research in Education.*

National Academy of Sciences - National Research Council, Washington, D. C. Committee on Basic Research in Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Psychology, \*Educational Research, \*Educational Sociology,

Grants, Research Methodology, Research Projects, \*Socialization, Social Psychology, \*Sociology, Workshops

The purpose of this workshop was to critically examine projects of nine young sociologists and social psychologists who were finalists in the small-grant program for new PhDs sponsored by the Committee on Basic Research in Education (COBRE). Since the awardees who attended the workshop had no prior training or research experience directly related to education, it was also part of the purpose to broaden their knowledge of the current state of sociological theory and research in education. Contained in this workshop report are: 1) an introduction and summary, spelling out the background, rationale, specific objectives, and preliminary results of the workshop; 2) an abstract of each research project and brief report of the workshop discussion on it; 3) descriptions of statements by resource people brought in for the workshop—from Educational Testing Service, National Opinion Research Center, and American Institutes for Research; and 4) papers presented by three consultants, each well known for his contribution to basic research in educational sociology—"Salient Themes in Theory and Research on the Sociology of Education" by C. Arnold Anderson; "On the Significance of Educational Organizations" by Ronald G. Corwin; and "Socialization and Personality in Education: A View From Social Psychology" by Glen H. Elder, Jr. (Author/JLB)

ED 067 319 SO 003 518

Kim, Yungcho Kratochvil, Daniel W.  
Developmental Economic Education Program (DEEP), Product Development Report Number 16.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Joint Council on Economic Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 72

Contract—OEC-0-70-4892

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consumer Education, \*Curriculum Development, \*Curriculum Planning, \*Economic Education, Economics, Educational Development, Educational Needs, Educational Planning, Elementary Grades, Instructional Materials, Secondary Grades

Identifiers—DEEP, \*Developmental Economic Education Program, JCEE

This product development report is one of 21 such reports, each dealing with the developmental history of a recent educational product. Discussed here is the Developmental Economic Education Program (DEEP), which is focused on developing economic education programs to improve the understanding of economics in the nation's schools. The target population consists of all students capable of learning in typical school settings, kindergarten through grade 12. The rationale and objectives of DEEP are presented; personnel involved in school districts and procedures of implementing the program are outlined. Organization, format, and content of DEEP materials are discussed with an emphasis on continuing adaptation and development of materials. A history of development and key personnel gives background in some detail regarding original planning, modifications, and attention to priorities. Diffusion and adoption of the materials are discussed. Tables reveal test results before and after materials usage in Pittsburgh schools. Summarizing information regarding the program for product dissemination, evaluation procedures and an overview concludes this report. An appendix provides a list of other products for which Product Development Reports have been prepared. (JMB)

ED 067 320 SO 003 770

Shaver, James P.  
Values and Schooling: Perspectives for School People and Parents.

Utah State Univ., Logan. Faculty Association.

Pub Date 72

Note—39p.; Annual Faculty Honor Lecture in the Humanities, Utah State University, Spring, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Role, \*Democratic Values, Human Dignity, Moral Values, Parent

Role, School Community Relationship, \*School Responsibility, \*School Role, Social Values, Teacher Role, \*Values

The purpose of this lecture is to provide a perspective from which parents and school people can formulate reasoned opinions on what the school's role should be in regard to students' values. The author offers a definition of values and discusses three rough categories of values—esthetic, instrumental, and moral. The school is a creature of the society it serves—in our case, a democracy. Thus, the perspective from which we view questions about schooling and values should include a considered definition of a democratic society. It is important to recognize that teachers/administrators are agents of the society. The society is within its rights in refusing to employ those who would use the school for subversion. But, in light of the earlier discussion of values and pluralism, a decision as to what constitutes subversion may be difficult to make. As agents of the society, the teacher/administrator must be beholden to a conception of democracy that goes beyond responding to strident local interests and prejudices. The basic position—that the school's role is to assist students to develop a basis for their values that is as rational as possible is a basic theme for discussing values and schooling, though there are some variations depending on the types of values under consideration. The democratic commitment to human dignity, especially if students are considered humans, has much to say about what the school should be doing, and what parents should demand it does, about values. (Author/JLB)

ED 067 321 SO 003 921

Mummert, Philip J.  
Inner-City Pupil Mobility: The Cooperative Response of the Relocation Agency and the Public Elementary School. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Mar 72

Grant—OEG-5-70-0007-010

Note—353p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Community Agencies (Public), Disadvantaged Youth, \*Elementary Schools, Human Services, \*Inner City, \*Interagency Cooperation, Interinstitutional Cooperation, Public Policy, Public Schools, \*Relocation, Research Projects, \*Student Mobility, Urban Environment, Urban Renewal Agencies

The intention of the initial portion of the discussion is to show how residential displacement can affect the school child and why cooperative agency response is necessary. The major objectives of the research are twofold: 1) to determine the extent and nature of cooperation between elementary schools and relocation agencies in responding to the mobile child; and 2) to uncover the reasons for organization cooperation, or its absence—in terms of the particular traits of each organizational type. Organizational literature is used as a basis for conceptualizing the research design. Information used in the study was obtained through field interviews with the personnel of twelve schools and ten agencies providing relocation services in four cities: Detroit, Cleveland, Minneapolis, and Milwaukee. Direct cooperative response to the mobile child by these two agencies was found to be virtually nil. However, certain relationships did occur between them. Organizational Properties of the public elementary school seemed to severely restrict any chances for the development of serious relations with the relocation agency. Findings suggest that public policy makers should give more serious thought to how human services can be planned and integrated so that they are fully responsive to the complex needs of the individual. (Author/JLB)

ED 067 322 72 SO 003 922

Selected Bibliography of Yugoslav Educational Materials. Volume 7, Number 4.

Yugoslav Inst. for Educational Research, Belgrade.

Pub Date 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Educational Finance, Educational History, \*Educational Practice, Educational Problems, \*Educa-

tional Resources, Elementary Education, Foreign Countries, Higher Education, Legislation, Physical Education, Schools, School Statistics, \*School Systems, Secondary Education, Teacher Education, Technical Education

Identifiers—\*Yugoslavia

Ninety-three book and article citations which appeared during 1971 are included in this English translation of an annotated bibliography containing information about Yugoslavian educational resources and school systems. Works cited refer to history, educational development, school reform, teacher training, and various levels of the schools and institutions. Curricula, audiovisual aids, polytechnical education, self education, physical education, educational problems, management, legislation, and educational statistics are also covered. A related document is ED 051 710. (SJM)

ED 067 323

SO 003 976

Social Science Education Consortium Newsletter. Number 13.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Social Sciences.

Pub Date May 72

Note—12p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302, (Single Copies, Free, Quantity Orders, \$20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alternative Schools, \*Educational Innovation, Educational Practice, \*Educational Trends, Elementary Education, \*Experimental Schools, \*Newsletters, Open Education, Secondary Education, \*Social Studies

A lead article, "Alternative Schools: Agents for Change," written by three SSEC teacher associates, describes general characteristics of the schools and focuses upon information and generalizations about options for conventional schools based on visits, talks, and correspondence with individuals in traditional as well as alternative schools. Alternative schools differ from conventional schools in their physical environment, educational philosophy and practice, and are smaller, voluntary, community-oriented, and operate more autonomously and independently. Learning is self directed and motivated, encouraging students to develop their own philosophy and set of values, solve problems, and make decisions. Teachers are characterized by flexibility, patience, improvisation, tolerance, risk-taking, involvement, and ability to respond to pupil needs. A bibliography of sources and resources is provided. Other inclusions in the newsletter are: 1) the announcement of "Profiles of Promise," the first in a series of descriptive reports on innovative social studies practices; 2) summary descriptions of teacher education and visitor workshops, recent meetings and conferences, and explanation of recent skill labs; 3) an announcement of the November 1972 issue of "Social Education" designed to give teachers assistance in curriculum decision making. (Author/SJM)

ED 067 324

SO 004 014

Day, H. I. And Others

Intrinsic Motivation: A New Direction in Education.

Pub Date 71

Note—208p.; A symposium sponsored by The Department of Applied Psychology, The Ontario Institute for Studies in Education, Toronto, June 11-13, 1970

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$4.95, paperback)

Document Not Available from EDRS.

Descriptors—\*Cognitive Processes, Curiosity, \*Educational Psychology, Learning Characteristics, \*Learning Motivation, Learning Processes, Learning Readiness, \*Motivation, \*Student Motivation, Symposia

The aims of this symposium were "to consider problems relevant to education, to allow researchers already in this area to communicate directly about common problems and to suggest new ideas and directions for research in the field of psychology in education." The proceedings were published because, in addition to the fact that there is no text or overview of the different theoretical positions on intrinsic motivation, there

has been no attempt to relate the various theoretical positions to educationally relevant problems. Among the 15 contributions are: 1) Toward a History of Intrinsic Motivation; 2) The Psychological Significance of Success in Competitive Achievement Situations: A Threat as Well as a Promise; 3) Motivation Inherent in the Pursuit of Meaning: Or the Desire to Inquire; 4) Differences in the Personalities of Children Differing in Curiosity; and, 5) Intrinsic Motivation: Unlearned, Learned, and Modifiable. A few of the contributors to the book have extended their research on intrinsic motivation into an examination of maturity, mental health, creativity, vocational choice, and other factors in growth and development. Bibliographic references accompany each essay. (Author/JLB)

**ED 067 325** SO 004 015

Mullis, Ina V. S.

**Fair Verbal Behavior: A Protocol Materials Unit for Teachers.**

Colorado Univ., Boulder. Center for Education in the Social Sciences.

Pub Date 72

Note—38p.

Available from—Center for Education in the Social Sciences, 970 Aurora, Boulder, Colorado 80302 (\$5.00) Accompanying films available for rent from the University of Colorado, Bureau of Audio-Visual Instruction, Boulder, Colorado 80302

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classroom Communication, Classroom Environment, Higher Education, Instructional Materials, \*Interaction Process Analysis, \*Preservice Education, \*Protocol Materials, Student Teacher Relationship, Teacher Behavior, \*Teacher Response, Teaching Guides Identifiers—\*Protocol Materials Development Project

This protocol materials unit, based on the interaction component of instruction, is designed to help prospective teachers better understand verbal behaviors as related to fair (positive feedback) and unfair (negative feedback) responses. Fair verbal behavior is defined as following a standard of equal treatment toward all students and as free from bias, dishonesty, and injustice. Findings from previous studies indicate that communications in classroom verbal interaction carry cognitive, affective, and social meaning. Further, teachers who give fair verbal responses usually have classes who achieve in most subject areas. In two films of teacher-led class discussion, the teacher exhibits unfair verbal behaviors in the first and fair verbal behaviors in the second. Students are asked to observe and identify consistency of teacher feedback and differences between the behavior patterns of the two teachers. A class discussion follows, after which pre-service teachers analyze the tape-script of the film for specific indicators of fair verbal behavior. Lastly, the students work on the criterion test for the unit in a role playing activity with a fair and unfair teacher, using dialogue developed by pre-service teachers. Student materials are included in the booklet. (Author/SJM)

**ED 067 326** SO 004 021

Helburn, Nicholas, Ed.

**Challenge and Change in College Geography.**

Association of American Geographers, Washington, D.C. Commission on College Geography; ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—116p.; Papers presented at the Annual Meeting, Association of American Geographers, Kansas City, 1972

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Educational Strategies, \*Geography Instruction, Higher Education, Physical Geography, Speeches, Teacher Education, Teacher Workshops

The introductory article in this volume of original papers presented at the American Association of Geographers' annual meeting explores some of the reasons for the increasing concern of geographers with matters of pedagogy. John M. Ball's paper, Toward a Humanistic Teaching of Geography, focuses on the need for more attention to the affective components of the teaching-learning process. Geography and Geographic Education: Paradigms and Prospects, by

A. David Hill, begins with the question, "Are today's ideas and events in geographic education a part of a more general pattern of development in geography and education; did they evolve from some recognizable antecedents, and are they likely to be related and responsive to probable future developments?" James Gardner's paper discusses some strategies for relevant learning situations in physical geography. George Vuicich offers a possible model for training geography teachers within the context of a preliminary report describing the rationale and organization of four RPW's developed to encourage the adoption of and maximize the use of the High School Geography Project. Some of the remaining papers deal with: the functions of a problem-oriented field seminar; developing a communications-content model for geography workshops; and a preliminary evaluation report of the AAG project on the improvement of college geography instruction. (JLB)

**ED 067 327** SO 004 026

**The World Population Dilemma.**

Population Reference Bureau, Inc., Washington, D.C.

Pub Date 72

Note—79p.

Available from—Columbia Books, Inc., 917 15th Street, N.W., Washington, D.C. 20005 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—Higher Education, \*Overpopulation, \*Population Growth, \*Population Trends, Reading Materials, Secondary Grades, Social Influences

This book is the third in a series published by the Population Reference Bureau aimed at illuminating the facts and consequences of human population dynamics for secondary and college-age students. Many illustrations, charts and graphs are included in this volume to help the reader grasp a number of the current ideas and concepts that are used in discussing the population question today. Chapter one examines the population explosion and what it means. Chapter two focuses on the origins of the population explosion while chapter three discusses the momentum of population growth. The roles of science, technology, agriculture, economics, and the environment are discussed in chapter four in terms of their relation to worldwide population growth. Chapter five focuses on population trends in the United States while the final chapter discusses three possible future models which would bring a more stable balance between man and his environment. Two appendices are also included: the first contains definitions and computations helpful for students and the second one contains a World Population Data Sheet. (FDI)

**ED 067 328** SO 004 027

Dynneson, Thomas L.

**Anthropology for the Schools: An Analysis of Selected Anthropology Curriculum Projects and Units with Content Ratings by Professional Anthropologists.**

Pub Date 72

Note—725p.

**EDRS Price MF-\$0.65 HC-\$26.32**

Descriptors—\*Anthropology, \*Course Descriptions, Course Evaluation, \*Curriculum Evaluation, Doctoral Theses, Evaluation, \*Geography, Human Geography, Program Descriptions, \*Projects, Social Sciences, Social Studies

Identifiers—ACP, ACSP, HSGP, MATCH

This thesis examines anthropology teaching materials for public schools in light of their characteristics -- subject content, rationale and objectives, antecedent conditions, evaluation, background of materials development -- and the determination of their accuracy and representation. The study also serves as a guide to types of anthropology material available and provides a listing of publishers who offer materials. Six projects containing materials entirely anthropological or units concentrating on anthropology were selected for the study. A primary tool of analysis was the revised Long Form Curriculum Materials Analysis System (CMAS) developed by the Social Science Education Consortium. Professional anthropologists, representing cultural and physical anthropology, archaeology, and linguistics, analyzed the materials to determine the accuracy and representativeness of the anthropological content. The study is organized into seven chapters. Chapters I through III contain background materials; IV and V, findings of the analysis

system and the results of the anthropology examinations; VI, a critique of the CMAS; and VII a review, conclusions, and recommendations. Appendices and a bibliography are included. (Author/SJM)

**ED 067 329** SO 004 029

Laue, James And Others

**Report from a National Workshop on Community**

**Crisis Intervention, April 21-23, 1972.**

Harvard Univ., Cambridge, Mass. Community

Crisis Intervention Project.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—120p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Action Programs (Community),

\*City Problems, \*Community Action, Community Influence, \*Community Problems, Conferences, Minority Groups, School Community Relationship, \*Social Action, Social Change, Urban Universities, Workshops

This report describes the workshop, sponsored by the Laboratory of Community Psychiatry, Harvard Medical School, that gathered in Cambridge on April 21-23, 1971 to explore the question: Is there a definable discipline of community crisis intervention (CCI) with a discoverable body of techniques which can be systematized, taught, evaluated and refined to help communities achieve positive social change through resolution of the crisis? The immediate objectives of the Workshop were to expand the pooling of knowledge and techniques in the field and to include in its report the first major statement of theory and techniques about CCI. The workshop also stressed that the accumulated knowledge and techniques in community crisis intervention should benefit grass roots, minority and otherwise powerless groups in their quest for self determination. During the conference, the participants focused on methods of intervention for social change and the future of community crisis intervention. Six appendices are also included in the Workshop final report: A-Workshop Participants; B-Workshop Program; C-Participant Evaluation; D-Outline for Case Studies in Community Crisis Intervention; E-Bibliographic Materials; and F-Summary of Findings and Theory from a Case Study in Community Crisis Intervention. (FDI)

**ED 067 330** SO 004 032

Gue, Leslie R.

**Educational Reorganization in Thailand.**

Pub Date 72

Note—31p.; Speech presented at the Annual Symposium, American Educational Research Association, April, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Comprehensive High Schools, Comprehensive Programs, Curriculum Development, \*Educational Development, Educational History, \*Educational Practice, Program Evaluation, \*School Organization, Secondary Education, \*Teacher Education

Identifiers—\*Thailand

The Comprehensive School Project, the benchmark in the steady trend toward diversification of the Thailand secondary school curriculum, is the focus of this paper. In the first part three stages of educational development are examined and discussed, followed by education in the present period, the 1960 national scheme of education, and the beginnings of diversifications of secondary education. Emphasis is upon examination and tentative evaluation of the major components of the Comprehensive School Project: a five year training program to educate 165 Thai teachers in Canada in the physical and administrative organization of a comprehensive high school; the sending of advisers to Thailand; consideration of the Thailand project office as an administrative unit; and the outlook for diversification of the secondary school curricula in Thailand. Evaluations indicate that the training program successfully reached its goals, the impact of advisers was excellent, the school project office was highly functional in implementing basic changes, and that as long as diversified secondary education helps the Thai culture survive, the Thai people will incorporate it into their educational system. (SJM)

**ED 067 331** SO 004 033

Lannie, Vincent P.

**Toward a New History of Catholic Education.**

Pub Date 72



Note—16p.; Paper presented at the Annual Meeting, American Educational Research Association, Chicago, Illinois, April 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Catholic Schools, \*Educational History, \*Parochial Schools, Speeches

Some of the major extant works on the history of American Catholic education are discussed to provide a background for an outline of the general framework of the author's projected three-volume history. In this projected study, the author will: 1) examine the broad spectrum of educational agencies that have helped to shape the Catholic mind in an ever-changing American society; 2) examine a host of educational alternatives open to the church at different periods in her history, and place the development of the parochial school system in proper perspective; 3) examine new insights and interpretations in the various fields of American history and American religious history, look at the insights of the behavioral and social sciences, and attempt to incorporate empirical research data and techniques. Tentative titles and lines of investigation are spelled out for each of the three volumes. (Author/JLB)

ED 067 332

SO 004 339

Witzel, Anne

**Italian Immigrants and Italy: An Introduction to the Multi-Media Package on Italy.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date May 69

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, \*Cultural Background, Elementary Education, \*European History, Geography, History, \*Immigrants, \*Italian Literature, Resource Guides, Secondary Education

Identifiers—\*Italy

The largest group of non-English speaking immigrants who come to Canada are Italians, the vast majority of whom are from Southern Italy. This paper furnishes information on their cultural background and lists multi-media resources to introduce teachers to Italian society so that educators may better understand their students. Immigrant children are faced with choosing between two conflicting life styles -- the values of Canadian society and family values and customs. When teachers are aware of the problem they can cushion the culture shock for students and guide them through a transitional period. The paper deals with history, geography, and climate, explaining and suggesting some ideas on why Southern Italy differs from Northern and Central Italy. Cultural differences can be traced not only to the above factors, but also to ethnic roots and the "culture of poverty" -- attitudes of the poor which create a mentality that perpetuates living at a subsistence level. The low status of women as it affects society is discussed, since the family is seen as a society in microcosm. The last portion of the paper presents primary sources, annotated bibliographies, and audio-visual materials. A related document is SO 004 351. (Author/SJM)

ED 067 333

SO 004 355

Weir, R.

**Going Comprehensive: Experience of a British Social Studies Department Head. Occasional Paper 8.**

State Univ. of New York, Stony Brook. American Historical Association Education Project.

Pub Date May 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehensive Districts, \*Comprehensive High Schools, \*Consolidated Schools, \*Educational Change, Educational Complexes, Grouping Procedures, School Organization, \*Secondary Education, \*Social Studies

Identifiers—\*England

Secondary education in the United Kingdom is gradually being reorganized along "comprehensive" lines, although there is still resistance to it. Stemming from the Butler Education Act of 1944, a tripartite secondary system emerged, comprised of the grammar (for superior students), the technical (for average and above average students), and the modern (for average or below average students). After adoption of a bilateral system, omitting the secondary grammar school, the next logical step was toward a com-

prehensive school with no selection criteria. Feeling that it would destroy academic standards, many educators resisted the change. This occasional paper describes the experiences of a British social studies educator when in 1968, a secondary grammar school merged with a modern school. Separate school sites created some problems for staff and students and destroyed the desired unity. Findings by 1971 indicate that most problems created by split building sites had been met; that teacher changeover from the grammar to comprehensive was somewhat traumatic; that a great deal of experimentation took place and continues; that academic achievement is as high now as it was before integration; and lastly, that the first five years were a challenge to make education more relevant. (SJM)

ED 067 334

SO 004 356

Joseph, A., Ed.

**Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 1.**

Indian National Scientific Documentation Centre, Delhi.

Report No.—TT-70-53082-1

Pub Date Mar 71

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Bibliographies, \*Comparative Education, Educational Development, Educational Policy, \*Foreign Countries, Indexes (Locators), Instructional Innovation, Periodicals, Teaching

Identifiers—\*India

This bibliography is a compilation of educational articles appearing in periodicals and newspapers in India during the period of January through March, 1971. Published quarterly, the index abstracts articles from 28 periodicals and 6 newspapers. Abstracts are entered by author and are arranged alphabetically under subject. The comprehensive summary of each article is written in approximately two hundred words. There is no index nor cross-referencing system. Subjects range from Technical, Special, Adult, and Preschool Education to Course of Study, Curriculum, and Finance. A special section is appended covering the topic Education for National Integration. (JMB)

ED 067 335

SO 004 357

**Education in Britain.**

British Information Service, New York, N. Y. Reference Div.

Pub Date 71

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, \*Comparative Education, \*Educational Administration, Educational Development, Educational Finance, \*Educational History, \*Educational Practice, Educational Research, Elementary Education, Higher Education, Secondary Education

Identifiers—\*Britain

Intended for reference purposes, this pamphlet describes the state system of education and the general policy implemented in Britain, including England, Wales, Scotland, and Northern Ireland. Among notable features of the system are the large number of students participating, the freedom of teachers from official direction, the decentralization of administration, the prominent part played by voluntary agencies, the academic autonomy of the universities, and the system of financial support for students in higher education. Historical development and administration of the public system of primary, secondary, adult education, and higher education are fully described. Short sections are included on teachers and teaching aids, educational research, and educational building. Appendices include information on educational statistics and government departments and educational organizations. A bibliography of official publications, COI Reference material, and other publications is provided. (Author/SJM)

ED 067 336

SO 004 358

McClelland, William A.

**Psychology in the Real World: A Perspective on Psychotechnology Today and Ten Years Hence.**

Human Resources Research Organization, Alexandria, Va.

Pub Date Feb 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior, \*Behavioral Sciences, Individualized Instruction, \*Psychology, \*Technology

Identifiers—\*Futurology, \*Psychotechnology

The pace of technological change, its impact and influence on human behavior, and predictions as to the state of psychotechnology in 1980 are discussed. The author deals with contributions of behavioral scientists working in military and industrial settings toward solving societal problems. Five topics are emphasized. The rate of technological change is gradual, for which a decade is not a long period. Technology of teaching and learning focuses upon two major technological improvements for the next ten years -- better ways to determine what to teach, and individualizing learning. Evaluation and assessment are viewed as having a more prominent role. Psychotechnology of organizations and public policy are the last topics. The author foresees psychotechnology making even more important contributions to societal welfare between 1970 and 1980, since the problem areas are becoming more clearly defined, technologies are developing and much "on the shelf" information is now available for use, and decision makers in greater numbers are coming to understand and accept human goals, human needs, and crucial contributions that behavioral science can make to their fulfillment. Twenty-eight citations comprise a brief bibliography. (Author)

ED 067 337

SO 004 359

Lenihan, John J. Cronin, Francis X.

**Lowell Environmental Arts and Science Center. Summary Report, Fiscal Year 1968.**

Lowell Public Schools, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [69]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conservation Education, \*Ecology, Elementary Education, \*Environmental Education, \*Field Experience Programs, Field Instruction, Interdisciplinary Approach, School Community Relationship, Secondary Education, \*Summative Evaluation, Teacher Developed Materials

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III, LEASE Project

This summary report provides a brief review and evaluation of the LEASE program's effectiveness. The purpose of the project was to plan and establish a viable program in K-12 conservation education. An interdisciplinary approach was designed, encompassing all grade levels and focusing upon field experience learning programs within the community and emphasizing study of the interrelationship of man and nature. Teacher participation was voluntary, with the site, time, and content areas determined by the teacher. Stated project objectives are measured in a summative evaluation, concluding that in 1968-1969: 1) 112 environmental learning experiences were provided with overwhelming teacher response; 2) community and regional interest was aroused; 3) teachers were involved in planning, analyzing, and evaluating curriculum; 4) students were exposed to different areas of subject matter; 5) a three-man professional staff successfully aided teachers in planning programs; 6) pre-service teachers participated in environmental experiences and training institutes conducted by LEASE; and 7) fifteen lay people were trained as field assistants to aid the classroom teachers. (SJM)

ED 067 338

SO 004 362

Hutchins, Robert M.

**The Future of International Education.**

United Nations Inst. for Training and Research, New York, N. Y.

Pub Date May 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Philosophy, \*International Education, \*International Organizations, Nationalism, \*World Affairs, World Problems

This address, given in May, 1970, as part of a UNITAR Special Lecture Series, proposes a relevant view of education; namely, that education should aim not at producing manpower but at mankind, helping each person achieve full humanity, thereby making the world a desirable habitat for mankind. Nation states use education as a means toward preserving their political, so-

cial, and economic status quo to foster national ambitions. Education, then, becomes an instrument of national policy whereby it is viewed as an economic investment. The flaw in this philosophy of economic growth is that it is inhuman and tends to enslave recipients to a current set of technological practices and to a given historical moment. Conversely, when education helps men to become human by helping them to learn to use their minds, economic growth might favorably change and, moreover, such an education would be best for the national and world community. The world community of the future could be a continuous learning society in which every person in every nation rises to the highest cultural level attainable. (Author/SJM)

**ED 067 339** SO 004 364

Gibson, John S.

**Quality in Education: Challenge to Change.**

Tufts Univ., Medford, Mass. Lincoln Filene

Center for Citizenship and Public Affairs.

Pub Date 70

Note—18p.; Keynote address at the 116th Annual Meeting of the Middlesex County Teachers Association on October 19, 1970

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Accountability, Educational Change, \*Educational Improvement, Educational Objectives, \*Educational Quality, \*Equal Education, Evaluation, \*Human Relations, Instructional Improvement, Relevance (Education), \*School Responsibility, Speeches, \*Teaching Quality

Four basic propositions which affect all teachers, presented in the first part of this speech, are: 1) that the prime goal of education is to advance quality of education and equality of educational opportunity; 2) that teachers and teaching are most important factors affecting quality of education for students, and that teachers can and must play a strong role in advancing equality of educational opportunity; 3) that the best chance for improving school services and processes occurs through advancement of a strong partnership between a solid state department of education and the school systems of the state; and 4) that unless the best that the state department of education and the local school system have to offer can be combined for quality and equality of educational opportunity, other patterns of decision making will control public education in our country, perhaps radically changing present systems. Each proposition is examined and commented upon. In conclusion the author calls for teacher improvement, the setting of goals, assessment, evaluation, and accountability programs for education, and strengthening of local and state systems. The second part of the speech deals with advancing democratic human relations through education. A related document is ED 063 178. (Author/SJM)

**ED 067 340** SO 004 365

Chapman, Rosemary

**Education and Italy.**

Toronto Board of Education (Ontario). Research

Dept.

Pub Date May 69

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Comparative Education, Cultural Background, Educational Background, \*Educational Practice, Elementary Education, \*Foreign Students, Higher Education, \*Immigrants, Secondary Education

Identifiers—Canada, \*Italy

A study explaining the cultural and educational background of Italian immigrants is presented in order that Toronto teachers may better understand the newcomers and their behavior. The largest number of immigrants in Toronto are from Southern Italy where the standard of living is exceptionally low and cultural traditions exert a strong influence upon individuals. In Italy, school facilities, equipment, and the quality of education are poor. Education is controlled by the central government through the Ministry of Public Instruction, providing a highly centralized curriculum with a set number of hours devoted to each subject. Teacher training for elementary teachers, criticized as superficial, begins at age 14 and ends at age 18. Secondary teachers are trained in Universities. Schools maintain a formal and disciplined environment within the classroom. Education is free and compulsory for an eight year period. Elementary school consists of five

years of schooling. Middle schools, for children aged 11 to 14, focus upon teaching Latin. Secondary education, dominated by academic, classically-oriented, prestigious lycees, offers five year courses for students aged 14 to 19, with emphasis upon Latin and Greek. The universities are bastions of classical traditions. Closely related documents are SO 004 351 and SO 004 339. (SJM)

**ED 067 341** SO 004 366

**Resources for Youth, Volume I, Number III.**

National Commission on Resources for Youth,

Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 72

Note—8p.

Available from—Resources for Youth, The National Commission on Resources for Youth, 36 West 44th Street, New York, New York 10036 (free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Ecology, \*Environmental Education, \*High School Students, \*Newsletters, Pollution, Recycling, Resource Guides, Resources, Student Projects, \*Youth Programs

Each issue of this newsletter focuses on a particular theme and describes programs which young persons have initiated, either by themselves or in cooperation with adults. The purpose is to foster the creation of programs which evoke the emotional and intellectual commitment of high school aged persons. In this issue, efforts of several high school programs to save the environment describe how: 1) seven Neighborhood Youth Corps enrollees helped clean up Oregon's Coos Bay; 2) twenty-two Neighborhood Youth Corps enrollees aided the Health Department in an extensive rodent extermination and clean up campaign; 3) participants in the Technical Recreation Program made imaginative and practical devices out of scrap metal and 'electronic junk'; 4) eight high school students planned and organized an enormous ecology fair for Boulder, Colorado; 5) students at Campolindo High organized an operation named "Earth", in which members fight for ecological causes; and 6) Wilderness High School, located in California, offers school credit hours for participating in environmental education activities. A few funding sources and films are listed. Those interested in receiving information on the 600 programs that "Resources For Youth" maintains on file are invited to write for information. (Author/SJM)

**ED 067 342** SO 004 430

**Mobilizing the Youth Vote: A Guide to Grassroots**

**Voter Registration.**

Multi-District Inst. for Political Education, Pit-

man, N. J.

Pub Date [70]

Note—52p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Civics, \*Elections, Political Science, Residence Requirements, Secondary Education,

\*Voter Registration, \*Voting

This training manual provides step-by-step procedures for organizing a Permanent Voter Registration Committee (PVRC), whose purpose is to register youths who find the usual voter registration fraught with obstacles and confusing. Numerous tips and suggestions to consider in running a high school and community campaign are offered. Registration is aimed at the broadest group of young people, who for the most part are not attending college, since previous registration drives have emphasized the college population sector. The structure of the six member PVRC is described, made up of the student body president, representatives from the sophomore, junior, and senior classes, the social studies department chairman, and a designate of the teachers' union. Members of this Permanent Committee designate other committees on research, volunteers, publicity, finance, and advising, the duties of which are described. An outline registration timetable from January up to the September deadline is provided. Information is presented on registration and voting, questionnaires, and annual political data. Appendices include brief information on how to develop a Registration Campaign Calendar, to canvass, and to advise. (SJM)

**ED 067 343** SO 004 431

**Moving Outward: Intercultural Education.**

Dependents Schools (DOD), Washington, D.C.

European Area.

Pub Date Jul 71

Note—66p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cross Cultural Studies, \*Cultural Awareness, \*Cultural Education, Cultural Enrichment, Culture, Culture Contact, Elementary Education, Guidelines, \*Intercultural Programs, \*International Education, Secondary Education

Identifiers—\*Host Nation Programs

General guidelines are presented in the pamphlet for intercultural, host nation programs designed specifically for USDESEA elementary and certain junior high schools, but applicable to high schools. Emphasis is upon incorporating the host nation's community resources and talents into the school's curriculum, recognizing the unique opportunity for cross cultural studies. Major objectives of the program are to foster tolerance, understanding, and respect for cultural differences and similarities, sociological compatibility, and esthetic appreciation. Content includes information on the foreign language program of the host nation; development of a program which reflects the unique needs and talents of the faculty and students and utilizes many community resources; teacher orientation; recognition of the uniqueness of the host program that has no counterpart in the U. S.; guidelines for administrators; departmentalized programs; the need for cooperative efforts of the host nation-teacher, American teachers, and school administrators; and elementary school scheduling suggestions. The last part of the pamphlet provides a framework of suggestive concept areas by grade level; guidelines for community field trips; and a chart for self-evaluation of the school's host program. (SJM)

**ED 067 344**

SO 004 436

**Human Relations.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—162p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Activity Units, Communication (Thought Transfer), Conflict, Group Relations, Human Dignity, \*Human Relations, \*Human Relations Units, \*Interaction, Personality Development, Resource Guides, Secondary Grades, \*Social Integration, Teaching Guides, Values

Identifiers—\*Dade County, Florida

Human relations units are presented in this guide designed for teachers of secondary grades. The aim is to educate students in the philosophy of humanism. Emphasis is upon social interaction in an attempt to help pupils not only realize their own potential, but moreover, to respond to the needs of others. Each of the four activity units deals with factors in human relations and outlines the focus, broad goals, generalizations, instructional objectives, and learning activities. Unit one examines the development of personality in an attempt to help students gain self-understanding by studying the effects of heredity and environment. Focus in unit two is upon students understanding and perceiving themselves and others. Problems and conflicts among individuals and groups is the topic for unit three. Unit four stresses effectiveness of communication. Books, articles, and films are included in a resource list. Appendices provide worksheets, charts, and cartoons. (Author/SJM)

**ED 067 345**

SO 004 437

**Human Dignity Through the American Ex-**

**perience. (Government). Grade 12.**

Vallejo Unified School District, Calif.

Pub Date 71

Note—58p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, \*American Government (Course), Behavioral Sciences, \*Civics, Civil Liberties, Civil Rights, Critical Thinking, Decision Making, Dissent, Grade 12, \*Human Dignity, Inquiry Training, Interdisciplinary Approach, Political Science, Resource Guides, Secondary Grades, \*Social Studies, Values

The curriculum guide for twelfth grade pupils aims at helping students to understand and accept people who are different, develop a satisfactory self image, learn to think critically in the decision making process, and become familiar with the valuing process. Information on foundations in American government serves as a base for human rights and dignity. Teaching is process oriented rather than content oriented. Activity units,

designed to foster community involvement, are outlined and arranged into three parts. The first unit focuses on the study of the structure and function of the Federal Government, the responsibilities and rights implied in the Bill of Rights, and democratic concepts. Unit II helps the student understand the concept of conflict and dissent, the political party system, the way in which majority rule necessitates minority role, and the structure and function of state and local government. Topics dealing with international relations as applied to current affairs, news media, self improvement, and values are studied in unit III. Appendices include outline sections on human dignity concepts, academic freedom guidelines, evaluation, and a bibliography. Classroom materials are topical using multi-media. (Author/SJM)

ED 067 346 SO 004 441

Butler, Ernest And Others

Black Studies Social Studies Resource Book: High School.

Dependents Schools (DOD), Washington, D.C. European Area.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, \*African American Studies, Annotated Bibliographies, Educational Games, \*Ethnic Studies, Interdisciplinary Approach, Junior High Schools, \*Negro History, Questioning Techniques, Resource Guides, Role Playing, Secondary Education, \*Social Studies

Ways in which black studies can be incorporated into junior high and secondary social studies classrooms are presented in this resource guide. Emphasis is upon presenting activities that include educational games, role playing, simulation, multi-media materials, and books. Five major sections provide: 1) a plan for an inquiry approach to a study of Black Africa, intended for students in grades 7, 9, and 10; 2) a plan to coordinate a specific U.S. history text with supplemental material along with a unit outline of this material and basic text; 3) the introduction of four areas of studying—voting, housing, education, and employment—and a list of suggested activities; 4) a list of activities for the development of an Afro-American program; and 5) an annotated list of fiction, non fiction, biographies, and autobiographies. (SJM)

ED 067 347 SO 004 443

Classification of Educational Systems in OECD

Member Countries: Finland, Germany, Japan.

Organisation for Economic Cooperation and

Development, Paris (France).

Pub Date 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comparative Education, Statistical

Data

Identifiers—\*Educational Systems, Finland, Germany, Japan

This volume is one of a series intended to provide a comparative view of the education systems of all the member countries of the Organization for Economic Co-operation and Development (OECD). The purpose of this work is to assist OECD member countries in the development of their educational statistics so that published national data can be readily converted on the basis of a standardized system. In this context, the OECD Council has endorsed this present volume "as a suitable framework for the compilation of comparable educational statistics." In order to facilitate the use of the conversion key for the comparisons of the three educational systems included in this work, definitions of terms used in the OECD classification are listed in the first section. This section is followed by a series of charts for Finland, Germany and Japan, each with the following identical headings: 1) Type of Education or Institution; 2) Length of Study; 3) Entrance Requirements; 4) Certificate; 5) Full/Part Time; 6) Other Information; 7) OECD Classifications for Type of Education; and 8) OECD Classification for years of study. Data has been collected and arranged according to these headings. A bibliography is also included for each of the three nations. (FDI)

ED 067 348 SO 004 446

Social Studies: Grade 9: Asian and African Culture Studies.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 65

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*African Culture, African History, \*Area Studies, \*Asian History, Chinese Culture, \*Cross Cultural Studies, Cultural Awareness, Foreign Culture, Grade 9, Non Western Civilization, Secondary Grades, \*Social Studies, Teaching Guides

A framework of non-western culture, specifically Asia and Africa, is provided in this 9th grade teaching guide. It is hoped that students will understand the heritage, situations, and problems of those emerging nations. Cross-cultural comparisons help students identify likenesses, differences, and effects of internal and external events on a culture in transition. Primary emphasis in six topics is upon furnishing a background for a realistic picture of modernization rather than upon traditional culture. The first topic gives students a cultural overview of the world today. Understanding African problems of cultural change in an area strongly influenced by its geography, traditions, and nationalistic feelings is emphasized in topic two. In topic three the range of Africa's history is discussed. South Asia (India and Pakistan), diversified in its topography, climate, peoples, languages, religions, and social status, is studied in topic four. The culture of China's past in light of today's world is examined in topic five. Major forces which helped to create the cultural traditions of Japan are analyzed in the last topic. Each of the six topics is arranged by several statements of understandings, and ends with a few brief lists of optional studies, generalizations, and concepts. (SJM)

ED 067 349 SO 004 452

BOCES Field Trip Guide.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date 71

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Community Resources, Educational Resources, Elementary Grades, \*Field Instruction, \*Field Trips, Guides, \*Instructional Trips, Resource Guides, \*School Community Cooperation, Secondary Grades, Teaching Guides

Identifiers—\*New York

An effective and comprehensive guide to possible field trips for Nassau County (New York) elementary and secondary students covers places of interest in Nassau and Suffolk counties and in New York City. Recognizing that field trips can have great importance in the learning process, especially if they are directly related to the curriculum, the compilers have drawn the guide up along major curriculum lines—language and communication arts, science, social studies, fine arts. It includes many career exploration trips, sections on environmental and outdoor education and health. The guide is divided into elementary and secondary sections; major curriculum areas are subdivided first by locality and then by minor curriculum areas. Each entry gives descriptive information, recommendations for grade level, advance preparation, group size, fees involved, time required, visiting times, and information regarding parking and other facilities. Photographs sketches, cross referencing, and an index facilitate use. The introduction and the teaching approaches given at the beginning of each section give information regarding planning, correlation with curriculum, use of additional media and materials in conjunction with the trips, and suggest some specific points to cover. School districts preparing a similar publication can refer to this outline. (JMB)

ED 067 350 SO 004 453

Horton, Robert V.

Student Applications in a Principles Course of Economic Analysis to Self Discovered Items.

Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.

Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Business Education, Course Descriptions, Course Evaluation, \*Course Objectives, \*Economic Education, Economic Factors, \*Economics, Higher Education, Student Interests, Student Research, Teaching Techniques

Students in Economics 519 at Purdue University have been guided to seeing economics in things—in their experiences, in their readings, and in their conversations—and to apply economic analysis appropriately in considering them. This course outline illustrates one technique employed which reaches the objectives of effective economics education, assisting the student to participate in his world and, as a teacher, to assist others in turn. Students were assigned to search for one item in their reading susceptible to simple economic analysis. The memorandum to students as to the requirement; the sample item, beginning analysis, and structural suggestions for its completion; and the paper as completed by the instructor are attached as Annexes A, B, and C. Grading of papers, conferences, class time, and resources used are discussed and the instructor's evaluation procedure is given. A student survey showed very favorable response as well as suggestions indicating further ideas which students felt could be included. Two student papers are appended, with instructor's comments. A bibliography of Institute Papers available from the Graduate School of Industrial Administration is included. (JMB)

ED 067 351 SO 004 456

Zaki, Gamal

Human Ecology. Study Guide and Course Outline.

Rhode Island State Agency for Elementary and

Secondary Education, Providence; Salve

Regina College, Newport, R. I.

Pub Date [70]

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conservation Education, Curriculum Planning, Demography, Ecological Factors, \*Ecology, \*Environmental Education, \*Human Geography, \*Inservice Teacher Education, Pollution, \*Population Education, Televised Instruction, Television Curriculum, Urban Studies

An inservice course offered to elementary and secondary teachers and other concerned citizens in Rhode Island was presented in fifteen television programs. This study guide includes a description of the fifteen sessions. For each there is given a brief introduction and summary, an outline, questions for further study, and a bibliography of required and optional reading materials. Also included is a detailed bibliography and information about sources from which additional instructional materials can be obtained. The interdisciplinary approach begins with ecology and human environment and moves to the geographical concept of man's surroundings and his relationship to them. Two sessions on population discuss composition, sex ratio, age, growth, and economic development. Food, resources and land conservation lead to a study of social problems: poverty, crime, educational disadvantage, unemployment, housing and urban planning. Man's environment is again examined in terms of pollution; community action is explored; and, in the final session, questions are asked leading to ways of introducing in the curriculum the factors discussed. (JMB)

ED 067 352 SO 004 509

Huus, Helen

Children's Books to Enrich the Social Studies: For

the Elementary Grades. Revised Edition.

National Council for the Social Studies, Washington, D.C.

Pub Date 66

Note—213p.; Bulletin 32

Available from—Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—\*Annotated Bibliographies,

\*Booklists, \*Children's Books, Elementary

Grades, \*Social Studies

Six hundred and thirty social studies books for elementary children, published between 1935 and 1964, are listed in this revised annotated bibliography intended for teachers and librarians. The aim of the book is to provide, as a supplement to the classroom texts, a list of fact and fiction illustrating different ways of life in other countries in an effort to promote cultural awareness, world understanding, and cooperation. Selection was based primarily upon even representation and recency of publication. The booklist is organized into five sections as follows: 1) Our World - dealing with geographical backgrounds, products and conservation; 2) Times Past - including prehistor-



ic and ancient history, medieval times, early explorations, colonial America, and nineteenth century America; 3) People Today - containing twentieth-century United States, other parts of North America, the Arctic and Antarctic, Latin America, Europe, Africa, the Middle East, Asia, and Australia; 4) The World's Work - treating business and industry, communication, and transportation; 5) Living Together - including at home, in our land, in the world, and celebrating holidays. Comprehensive, annotated content summaries give grade level designations and are numbered consecutively. Author and title indices serve as a cross reference to book contents. (Author/SJM)

**ED 067 353** SO 004 511

Buchanan, Roland

**Overview: Title III ESEA Intergroup Relations Inservice Project.**

Madison Public Schools, Wis. Dept. of Human Relations.

Pub Date 72

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Educational Change, Evaluation Methods, \*Human Relations, \*Inservice Teacher Education, \*Intergroup Relations, Racial Integration, Social Change, \*Social Integration, \*Teacher Education

Inequities and injustices are not happenstance in America, but rather, exist as a way of life for many minority groups. All too often communication, understanding, and appreciation is lacking among diverse groups. It is suggested here that the need for education in intergroup relations is greatest in predominantly white communities and, moreover, in schools which have heretofore perpetuated intergroup conflict and inequalities. Schools are in a unique position to help young people develop a humanistic attitude toward others by re-educating teachers in white communities as a way of attacking the roots of racism. A model for inservice training in intergroup relations is presented as a strategy to provide educators with an understanding of the forces of racism, prejudice, and discrimination. Implementation of the inservice program consists of three major aspects which focus on cognition, affect, and behavior. The model can best be described as the normative-re-educative strategy that assumes man is rational and intelligent - and that changes in norms involve changes in attitudes, values, skills in relationship to one another, and changes in one's thinking patterns stemming from new knowledge. Lastly, a research design is presented consisting of several control and experimental groups to evaluate the effectiveness of the inservice program. (SJM)

**ED 067 354** SO 004 512

**A Progress Report of Econ 12: Design and Evaluation of a 12th Grade Course in the Principles of Economics.**

San Jose State Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1113

Pub Date May 66

Contract—OEC-5-10-068

Note—154p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—\*Course Descriptions, Course Evaluation, Course Objectives, \*Curriculum Development, Curriculum Evaluation, Economic Development, \*Economic Education, Economics, \*Inservice Teacher Education, Instructional Materials, Projects, Secondary Grades, Teacher Education

**Identifiers**—\*ECON 12

This report gives background data and an overview of the development of the ECON 12 project, which was carried out in conjunction with the Developmental Economics Education Program (DEEP) grant from the Joint Council on Economic Education to the Contra Costa County (California) Department of Education. The program and its dissemination were considered a system, made up of three main parts: The ECON 12 course, evaluation instruments and procedures, and a teacher training program. The latter two were considered as vital as the course materials and the cognitive and behavioral objectives. Cooperation from the County Department of Education assured that trial courses and teacher participation contributed to effective course design. Materials are described and stages

of lesson development are clarified. A section on teacher training outlines the chronological sequence of a basic introduction to economic theory, practicum sessions, and teacher supervision. The to-date summary indicates positive acceptance of the project during trial tests and satisfaction with the application of system development procedures to the design of the course. At the date of this report, Units I and II were completed (ED 040 100, 101). Unit III and optional units were due for completion in 1967. Revised editions were published in 1968 (ED 053 048, 049). Addison Wesley will be publishing the future editions. (JMB)

**ED 067 355** SO 004 516

**Education and the Consumer. Expanded Programs in Consumer Education.**

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Activity Units, \*Career Education, \*Career Planning, \*Consumer Education, \*Continuous Learning, Curriculum Guides, \*Educational Demand, Educational Economics, Grade 12, Interdisciplinary Approach, Manpower Development, Occupational Guidance, On the Job Training, Resource Guides, Secondary Grades, Social Studies, Vocational Education

One of a series, this curriculum guide is designed for use as a supplement to a 12th grade course entitled "Consumer Education, Materials for an Elective Course" described in ED 022 044, or as an independent unit. Education is viewed here not only as a consumer purchase but also as a preparation for future employment. Ways are given to use money to achieve greatest satisfaction. The purpose is to help students realize how education helps them achieve lifetime goals. The interdisciplinary course may be used in connection with social studies, home economics, business education, and other courses. Twenty understandings are presented with suggested pupil and teacher activities and sources that deal with the need for lifelong education, with ways of paying for such training, and with the agencies that provide it. (SJM)

**ED 067 356** SO 004 595

Canfield, John T. Phillips, Mark

**A Guide to Humanistic Education. Paper Dragon Number 4.**

Pub Date [70]

Note—46p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Affective Behavior, \*Annotated Bibliographies, \*Behavioral Sciences, Bibliographies, Creative Thinking, Human Relations, Individual Power, Motivation, \*Personal Values, Resource Guides, Self Concept, Social Behavior

**Identifiers**—\*Humanistic Education

This bibliography is designed to offer assistance and guidance to those educators who are beginning to focus more attention on the non-academic aspects of a child's growth in school and who are introducing new courses and activities to enhance positive self-concept, increase achievement motivation, promote creative thinking and behavior, and promote better human relations. The first section provides 1) a basic library of books to introduce teachers to humanistic education; 2) a list focusing on humanistic psychology; 3) related classics, and 4) general books. A short compilation of films, some for classroom use, precedes tapes for teacher development. The bibliography also refers to games, sources of classroom activities, books and institutions directed at creativity, and lists national conferences and humanistic education-oriented organizations. Curriculum and student materials available are followed by journals and newsletters. Intended as a working bibliography, requiring constant updating, the guide is annotated and provides addresses of distribution centers where materials may be obtained. (JMB)

**ED 067 357** SO 004 633

**Security and Well-being in America: Projections, Policy, and Education for the 1970's.**

Tufts Univ., Medford, Mass. Lincoln Filene Center for Citizenship and Public Affairs.

Pub Date Feb 72

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Citizenship, Comparative Analysis, \*Educational Needs, Educational Research, Guidelines, Human Services, Policy Formation, \*Public Policy

**Identifiers**—\*Futurism, Quality of Life

Guidelines are offered in this second information memorandum for an in progress study on how projections for the future might affect the quality of life in the United States. Examining other future oriented studies, articles, and research documents, six projections are reviewed which indicate that the U. S. will be crowded, urbanized, mobile, technological, brain-intensive, and a medico-interventionist society, and which suggest many questions for considering the quality of life. Emphasis in the guidelines is upon the potential for education and for wise public policy to advance order and to preserve individual liberties by lowering the need for extensive regulatory and allocative policy. Citizens need to learn to take more responsibility for their own behavior and compromise in the many kinds of interactions with others. Because there is much to learn from other nations which appear to yield a high degree of security and well-being for their people, the study and comparative analysis of the three small nations of Denmark, Switzerland, and Yugoslavia offers ideas for developing guidelines for U. S. education and public policy. It is expected that this study will point toward the need for additional studies and for creative ways to draw upon experiences and policies in other nations to improve education and public policy in the United States. (SJM)

**ED 067 358** SO 004 634

**Curriculum Projects and Materials in Elementary School Behavioral Sciences.**

American Psychological Association, Washington, D.C. Clearinghouse on Precollege Psychology.

Pub Date 72

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Anthropology, \*Behavioral Sciences, Civics, Classroom Games, Curriculum Development, Directories, Economics, Games, Geography, History, \*Instructional Materials, Material Development, \*Projects, Simulation, \*Social Sciences, \*Social Studies

The objective of the summary sheets is to inform teachers and educators about available instructional materials for elementary school behavioral sciences. Emphasis in this first compilation is upon presenting projects, but a few games are included. Selection criterion is based upon whether the study of human behavior is the central focus, and whether elementary students are target audiences for the materials. Each of the one page sheets includes the following information: title, director or author, publisher, education level, a list of materials, and a short annotation. The sheets, arranged alphabetically by project title, are loose leaf for the convenience of supplementation as new information becomes available. (SJM)

**ED 067 359** SO 004 665

Fink, Michael

**Music Analysis: An Annotated Bibliography.**

Southwest Regional Library for Educational Research and Development, Los Alamitos, Calif.

Report No—TR-43

Bureau No—BR-6-2865

Pub Date 1 Aug 72

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Annotated Bibliographies, \*Applied Music, Elementary Education, Higher Education, Music, Musical Composition, Music Appreciation, \*Music Education, Music Techniques, \*Music Theory, Secondary Education

One hundred and forty citations comprise this annotated bibliography of books, articles, and selected dissertations that encompass trends in music theory and k-16 music education since the late 19th century. Special emphasis is upon writings since the 1950's. During earlier development, music analysts concentrated upon the elements of music (i.e., melody, harmony, rhythm, and form). Since 1950, varying viewpoints on the teaching of music analysis have emerged, producing a surge of various analytical trends and philosophies derived from other than musical contexts. Information theory, phenomenology, and the application of computers have made the strongest impact upon music theory in recent

years. Classified headings in the listing cover: 1) general discussions of music analysis, 2) the analysis of specific elements of music (melody, harmony, etc.), 3) principal trends and approaches to the subject, and 4) samples of analytic models. The headings reflect the evolution of trends within the subject. Author entries are alphabetically arranged under headings. Brief descriptive annotations are provided. (Author/SJM)

**ED 067 360** SO 004 687

**Curriculum Research and Development in the Humanities and Social Studies.**

Schools Council, London (England).

Pub Date [72]

Note—4p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, Curriculum Research, Elementary Education, Environmental Education, Geography, History, \*Humanities, \*Interdisciplinary Approach, \*Projects, Secondary Education, Social Sciences, \*Social Studies, Team Teaching

Identifiers—\*Schools Council

This bulletin offers information on nineteen Schools Council research and development projects contributing useful ideas and resources to elementary and secondary educators. These projects advocate an inter-disciplinary approach using team-teaching methods. Many projects overlap in themes, ideas and teaching strategies. Although the projects are concerned with a similar range of topics or issues, project-developed materials are relevant to programs in geography, liberal studies, humanities, history, moral education, social studies, religious education, environmental studies, ethnic studies, and to programs for early leaving pupils. Strategies vary from producing research reports, teaching guides, and teaching materials to combining all of these. The first part of the paper offers a generalized description of the projects. The projects are listed in the second part, including project titles, comprehensive annotations, materials, grade designations, and director's names and addresses. A selected Schools Council bibliography of examinations bulletins, working papers, pamphlets, articles, and other publications appears in the last part of the bulletin. (SJ/M) 130SP

**ED 067 361** SP 005 766

**Lueders-Salmon, Erika**

**Team Teaching and the "Active" Classroom. A Comparative Study of the Impact of Self-Contained Classrooms and Open-Space Team Teaching Schools on Classroom "Activity."**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Contract—OEC-6-10-078

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classroom Environment, \*Educational Environment, Open Education, \*School Environment, \*Self Contained Classrooms, \*Team Teaching

This investigation assesses the environment of the elementary child experience, rather than his academic achievement or personal adjustment. Subjects included 22 collegiate teams in 11 open space schools, and 11 teachers in 7 self-contained classrooms. In each self-contained classroom, a minimum of 15 observations was made (five each of reading, mathematics, social studies and science). A new instrument was developed for scoring the activities of the children, the group children worked in, and the amount children moved. The four basic measures used were 1) the amount of movement not specifically directed by the teacher; 2) the proportion of time children spent waiting, listening or passive; 3) the proportion of time spent in large groups; and 4) the proportion of time spent in educational games, cooperative work, and doing, when not in large groups. An original questionnaire measured the degree to which teacher and principal respondents believed in formal control of children. Results indicate that school environment experienced by the student is affected by school organization: a high degree of activity is more likely to be found in an open space team teaching school than in a self-contained classroom. Implications of the findings for school design and

possible long-range effects of the active classroom are presented. A 16-item bibliography and attitude questionnaire are included. (Author/MJM)

**ED 067 362** SP 005 770

**Olson, Allan And Others**

**Individualizing Instruction.**

Seattle Public Schools, Wash.

Pub Date Nov 71

Note—217p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Classroom Techniques, Educational Innovation, \*Individualized Instruction, \*Instructional Innovation, \*Instructional Programs, Instructional Staff, \*Learning Activities

This document presents learning packages to assist administrators individualize the instructional program. The materials presented follow the individualized instructional format which teachers might utilize with students in the classroom. The information presented deals with the goals and rationale of individualized instruction, and the resources and steps to follow in order to individualize instruction. A wide variety of learning materials from a range of resources are referenced, enabling learners to select those which are most appropriate for them. (Author)

**ED 067 363** SP 005 782

**Posner, George J.**

**Education: Its Components & Constructs.**

Pub Date Apr 72

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum, \*Education, Educational Principles, \*Educational Research, \*Educational Theories, Instruction, \*Models, \*Research Methodology

This paper presents a conceptual model for the purpose of specifying major educational components and their relationship. The initial stage of building this theoretical framework for education includes the clarification of three terms: curriculum, instruction, and learning outcomes. The next section deals with constructs embodied by each of the above components, the nature of constructs, general types of validation, and the importance of one of these types, namely, construct validity. Construct validity is explicated in the context of one educational component: the achieved learning outcomes. Suggestions are given for the investigation of construct validity for other educational components. The need for clarification of educational components for the purpose of theory building in curriculum and instruction is stressed. Once clarified, empirical research can lead to a theoretical framework identifying the relationships between various constructs embodied by each of the components. A 43-item bibliography is included. (Author/MJM)

**ED 067 364** SP 005 821

**Steiner, Richard L.**

**[Handbook for Individualized Student Teaching: A Systematic Approach.]**

Pub Date 70

Note—118p.; Entry for the American Association of Colleges for Teacher Education 1972 Distinguished Achievement Award

Available from—Shields Publishing Co., Box 1917, Boulder, Colorado (\$4.00); Lewis and Clark College, Dept. of Education, Portland, Oregon

Document Not Available from EDRS.

Descriptors—\*Performance Criteria, \*Skill Analysis, \*Skill Development, \*Task Analysis, Teacher Education, \*Teaching Skills

Identifiers—Lewis and Clark College

Lewis and Clark College in Portland, Oregon, developed a secondary school teaching program called Teaching Skill Goals (TSG) which places the responsibility for skills development with the individual. The program emphasizes identification of specific segments of the teaching act most likely to be developed by short term efforts and a process whereby each student utilizes both college and public school facilities to seek whatever objectives might prove personally necessary. The TSG Program makes extensive use of video tape recordings and self-analysis. Student teachers are expected to utilize video recordings made up of their classroom work through several methods of analysis. Following self-analysis and identification of specific teaching skills appropriate to his

needs, the student teacher is expected to develop those skills, through "seeking activities". The seeking phase presents hints, bibliographic materials, source film and other possible training avenues available. The TSG approach allows for a variety of actual teacher training alternatives, with skill goals serving as a nucleus for the student teaching experience. Major concerns include student teaching with the TSG system, teaching skill goals, seeking phase activities, and the analysis of classroom performance. An extensive bibliography and appendices of related program material are included. (MJM)

**ED 067 365** SP 005 832

**Volunteers in Education. Regional VIII Workshop. Summary Report.**

Des Moines Area Community Coll., Ankeny, Iowa. Project Motivate.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date May 71

Note—114p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Paraprofessional School Personnel, \*School Aides, \*Teacher Aides, Volunteers, \*Volunteer Training, \*Workshops

**OBJECTIVES:** To develop workshops which would assist localities in initiating, expanding, or improving their educational volunteer program. **DURATION:** A 3-day workshop, May 6-8, 1972. **AUDIENCE:** Educational Volunteers from various western states. **CURRICULUM:** The main topic concerned volunteers in education while sub-topics included a study of the volunteer movement; assessment of the state of education in relation to volunteers; the volunteer's role in treating reading difficulties; the teacher's function; senior citizen volunteers; federal, state, and local encouragement of volunteers; how to start programs; who needs volunteers; and the organization and administration of aide programs. **TEACHING METHODS:** Panels, films, speeches, discussion groups, and demonstrations. **MATERIALS:** Films and booklets. **EVALUATION:** None. **MODIFICATIONS:** None. (MJM)

**ED 067 366** SP 005 833

**Volunteers in Education. Regional IX Workshop. Des Moines Area Community Coll., Ankeny, Iowa.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—98p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Paraprofessional School Personnel, \*School Aides, \*Teacher Aides, Volunteers, \*Volunteer Training, \*Workshops

Identifiers—\*Project Motivate

**OBJECTIVES:** To develop workshops which would assist localities in initiating, expanding, or improving their educational volunteer program. **DURATION:** A 3-day workshop from April 15-19, 1971. **AUDIENCE:** Educational Volunteers. **CURRICULUM:** The main topic concerned volunteers in education, education as a function of the total community, voluntary action, and education. **TEACHING METHODS:** The workshop made use of panel discussions, speeches, and film. **MATERIALS:** Booklets and films. **EVALUATION:** A subjective evaluation was presented which summed up the problems and concerns presented. **MODIFICATIONS:** None. (MJM)

**ED 067 367** SP 005 834

**Carpenter, Polly**

**A Decision Process for Developing Strategies of Instruction.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No—R-1019-PR

Pub Date Mar 72

Note—18p.; Paper presented at the convention of the American Educational Research Assn., Chicago, Ill., April, 1972

Available from—Publications Dept., Rand Corp., 1700 Main, Santa Monica, Calif. 95001 (\$1.00)

Document Not Available from EDRS.

Descriptors—\*Decision Making, Educational Planning, \*Instructional Design, \*Instructional

Improvement, \*Instructional Programs, \*Policy Formation

This report describes a process which assists the education planner in specifying strategies of instruction. The purpose of this process is to make the judgment of the planner an integral part of the design process. This is done by externalizing the planner's judgments as to what constitutes effective instruction and translating these judgments into terms that can guide system design. The process of specifying strategies of instruction comprises two steps establishing policy and specifying strategy. Explicit statement of policies, typifying goals, adjustment to student differences and scheduling guide the specifications of instructional strategies. In order to specify strategy, detailed attention must be given to the process, strategy questions, program output and the effects on system design. The purpose of this decision process is to make the judgment of the planner as to what constitutes effective instruction an integral part of the design process. It permits the planner to characterize any teaching methods he will like to use in terms that guide instructional system design. (MJM)

**ED 067 368** SP 005 851

Sine, Richard

**Evaluation of Data Collected by the N.E.P.T.E. Relating to Proposed Guidelines for School/College Student Teaching Partnerships.**

New England Center for Continuing Education, Durham, N. H. New England Program in Teacher Education.

Pub Date 72

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Supervisors, Cooperating Teachers, \*Effective Teaching, Evaluation, \*Practicums, \*Practicum Supervision, Student Teachers, \*Student Teaching, \*Teacher Education

Identifiers—Massachusetts

This paper evaluates data collected by the New England Program for Teacher Education (NEPTE) in order to propose guidelines for school/college student teaching partnerships. Related document (SP 005 852), "A Survey on Student Teaching Practices," presents data collected on current practicum arrangements and recommendations regarding the practicum from persons concerned with the preparation of teachers. This paper evaluates data relating to ten areas: early clinical experiences, school screening of student teachers, screening cooperating teachers, preservice orientation of cooperating teachers, stated programs of clinical experiences, guidelines for cooperating teachers, effective participation by cooperating teachers in evaluation of student teachers, pay for cooperating teacher service, seminars at schools for student teachers to relate practicum to other aspects of education and school/college supervisors. (Related document is SP 005 852.) (MJM)

**ED 067 369** SP 005 852

Krasno, Richard M.

**A Survey on Student Teaching Practices.**

Joint Teacher Education Council; New England Center for Continuing Education, Durham, N. H. New England Program in Teacher Education.

Pub Date 71

Note—94p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Supervisors, Cooperating Teachers, \*Effective Teaching, \*Practicums, \*Practicum Supervision, Student Teachers, \*Student Teaching, \*Teacher Education

Identifiers—Massachusetts

This paper assesses the state of current practicum arrangements in five suburban school systems in Massachusetts and presents recommendations regarding the practicum from persons concerned with the preparation of teachers. Three different but parallel questionnaires were devised for cooperating teachers, student teachers, and college supervisors. The questionnaire solicited responses concerning a) current practice teaching arrangements, b) the relationship between the practice teaching arrangements and other components of the teacher preparation program, and c) suggestions for the improvement of practice teaching arrangements. Participants included 220 cooperating teachers and 165 student teachers whose superintendents comprise the Joint Teacher Education Council and 37 col-

lege supervisors in 13 teacher training institutions. Five conclusions were that: 1) The practicum experience should not be limited to the final phase of preservice training; 2) Careful thought must be given to those qualities which may predict the most productive interaction between experienced and prospective teachers; 3) New staffing patterns and compensation agreements may need to be explored in order to maximize practicum effectiveness; 4) Integration between the practicum and other components of the teacher training process is necessary; and 5) Collaboration between school systems and teacher training institutions must be real. Program material is included. These conclusions form the basis of a related document (SP 005 851). (MJM)

**ED 067 370** SP 005 861

Edelfelt, Roy A. And Others

**Teacher Designed Reform in Teacher Education Through Teacher Association Negotiations. Final Report.**

National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0683

Pub Date Aug 72

Grant—OEG-0-71-3454(508)

Note—113p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Child Development, \*Educational Change, Educational Innovation, Learning, \*Negotiation Agreements, \*Teacher Associations, \*Teacher Developed Materials, \*Teacher Education

The Reform in Teacher Education project originated as a counter proposal to the USOE Bureau of Educational Personnel Development in reaction to Task Force 72. The proposal from the National Education Association suggested that teachers should and could be involved in reforming and managing in-service teacher education. The project engaged local teacher associations in designing the reform of teacher education. The first phase of the study involved steps that led to deciding what reforms should be undertaken. First emphasis was given to the study of the learner. Each local site decided on its own approach to child study. From that point they proceeded to work on redesigning their school, redefining their staff, and describing the in-service education needed for such redefinition. The project is action oriented. It deals with teaching and schooling where it's happening. The project results are not disappointing. Success at the four sites ranged from moderate to distinctly successful. Consultants and evaluators recommend continuing the project into phase two, which involves agreements, negotiated or otherwise, at the local level. A 36-item bibliography and appendixes of related project material are included. (Author/MJM)

**ED 067 371** SP 005 862

**Performance-Based Teacher Preparation Program.**

Pub Date Nov 71

Note—144p; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Learning, \*Models, \*Performance Based Teacher Education, \*Performance Criteria, Performance Specifications, Teacher Education, Teacher Education Curriculum

Identifiers—Dominican College of San Rafael

The Dominican College of San Rafael, California, developed a performance-based teacher preparation program based on two educational models: the Data Theory Cycle and the Personalized Learning Model. Students involved in this program are given a series of performance-based objectives which clearly describe the behavior that is expected, the conditions under which these behaviors can be achieved and the criteria for judging their success. The timing and success of accomplishment of objectives lies in the hands of the learner. The fourth year student preparing for a California Preliminary Teaching Credential is required to achieve 32 objectives while the student preparing for the regular fifth year California Standard Teaching Credential must accomplish 40 objectives. Each objective is coded by two systems. The first system helps the student recognize the success criteria used for evaluation,

and the second identifies the cognitive level at which he must function in order to accomplish that objective. Appendixes include performance objectives, observation schedules and records, application forms, student record sheets, and a student needs survey. (MJM)

**ED 067 372** SP 005 863

**Teacher Training Component of the Program of Basic Studies at the University of Maine at Farmington.**

Maine Univ., Farmington.

Spons Agency—Office of Education (DHEW), Washington, D. C. Special Services Div.

Pub Date 71

Note—19p; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Disadvantaged Youth, Educational Programs, Group Instruction, Handicapped Students, \*Individual Instruction, \*Teacher Education, \*Teaching Experience, \*Teaching Programs, \*Tutorial Programs

Identifiers—University of Maine

The Program of Basic Studies (P.B.S.) is a 2-year-old project developed at the University of Maine at Farmington. The program provides a means for college entrance and a subsequent support program for disadvantaged and physically handicapped individuals. A secondary objective concerns the training of undergraduates as tutors, tutor-counselors, and teaching assistants. Prospective teacher experiences involved the individual tutor-counseling, group counseling situations, and a teaching phase of the program. The teaching phase involved tutoring an individual or small group in a skill or content area. The trainee can advance to a teaching assistant either in the deficiency area or in the training component itself. The training modules are designed for pre- and post-student teaching experiences and include various types of group instruction, program development, teaching strategies, diagnostic procedures, remediation, and clinic techniques. The counseling role involves academic and personal counseling on a one-to-one or small group basis. Each component has an instruction package and "on-job" work experience. The experiences provide the trainee with an exposure to a variety of individuals ranging from 50-year old adults to young children, and from non-readers to cultural and racial differences. (Author/MJM)

**ED 067 373** SP 005 864

**An Experiment in Teaching the Disadvantaged.**

Alabama State Univ., Montgomery.

Pub Date Nov 71

Note—33p; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Disadvantaged Groups, \*Disadvantaged Youth, \*Learning Activities, \*Learning Characteristics, \*Learning Experience, Learning Theories

Identifiers—Alabama State University

Alabama State University conducted an experiment in teaching the disadvantaged. The major purpose of the project was to indicate that deprived youth can learn the same as more privileged youth, if their difficulties are diagnosed, if they are taught and exposed to quality instruction, and if they are provided with whatever empirical evidence indicates they need. The one group technique of the experimental method was employed wherein two potential teachers who exhibited talent and academic strength in English, speech, drama, and mathematics were assigned to teach a class of 30 deprived pupils for a period of six weeks. The instruments employed in the research consisted of the California Achievement Tests (arithmetic and language sections); a behavior rating scale; and a self-concept inventory. Four conclusions indicated success in some aspects of this experiment; however, definitive conclusions can not be drawn from these small samples. Recommendations suggest further study in this area. Appendixes of related program material, a 9-item bibliography and a 4-item record listing are included. (MJM)

**ED 067 374** SP 005 865

Ray, William J.

**The Chandler Outreach Project. A Cooperative Clinical Teaching Center.**

Pub Date 71



Note—35p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Clinical Experience, \*College School Cooperation, Elementary Education, Elementary Schools, \*Field Experience Programs, \*Student Teaching, \*Teacher Education Identifiers—Arizona State University

The Chandler Outreach Project, developed by Arizona State University, represents a clinical teaching center concept where efforts are being made to combine curriculum development, operational research on instruction, and teacher preparation in a center setting for students in teaching. Thirty-six junior year elementary education students use four elementary schools in the Chandler School District as training stations. The training program consists of three phases. During the first phase, students carry a 15 semester hour course load. The students are observer participants in their classrooms for a 2 hour 20 minute period each morning 4 days per week. Every 5 weeks students are reassigned to different schools and different classrooms. Phase II allows students the opportunity to choose grade levels and cooperating teachers as part of their student teaching experience. Fifteen semester hours of work are required, in addition to communications and reading the student will also teach mathematics and social studies. Phase III is tentative and its realization is contingent upon funds being made available. This phase involves the students as seniors acting as paid interns. Evaluation procedures and contributions of the project to teacher education are listed. Appendixes include evaluation forms, observation data, and verbal lesson strategy. (MJM)

ED 067 375 SP 005 866

**The Laboratory Experience Program.**  
Northeast Louisiana Univ., Monroe.

Pub Date Nov 71

Note—13p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Experience, \*Preservice Education, \*Student Teaching, \*Teacher Education, \*Teaching Procedures, Training Laboratories

Identifiers—Northeast Louisiana University

Recognizing the need for more first-hand contacts and experiences on the part of students in training to become certified teachers, Northeast Louisiana University developed a Laboratory Experience Program. With the help of Quachita Parish Schools and Monroe City Schools, a series of experiences were devised to schedule second semester freshmen into schools for visits and to include sophomores into school-related involvement activities. Sophomores and juniors were scheduled for tutorial and monitorial experiences under the guidance of cooperating teachers. After junior level instructional support activities, the final laboratory experiences included instructional support activities under the direction of the Supervisor of Student Teaching during the semester immediately preceding the actual student teaching assignment. The semester involvement of each student from freshmen through senior year gradually increases from 12-30 hours. Each student devotes 10 hours each year to a program of media proficiency which is directed by personnel in the Northeast Media Center. Related program materials are included. (Author/MJM)

ED 067 376 SP 005 867

**Instructional Technology in an Innovative Program of Preservice and In-Service Laboratory Experiences.**

Pub Date Nov 71

Note—81p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Educational Innovation, \*Inservice Education, Instructional Aids, \*Instructional Technology, \*Microteaching, \*Performance Criteria, \*Student Teaching, Teacher Education

Identifiers—Northeast Missouri State College

Northeast Missouri State College developed a Teaching Skills Center providing a program of early professional laboratory experiences for all elementary and secondary education majors. The program includes four components: audiovisual

utilization, instructional materials preparation, microteaching, and actual school experience. Each training component features a sequence of low risk performance-oriented experiences designed to heighten the prospective teacher's readiness for the high risk challenges of student teaching. The audiovisual laboratory provides training to enable students to use audiovisual equipment skillfully. The training sequence of the microteaching laboratory stresses performance competencies in specific teaching skills as motivating and reinforcing, introducing and closing lessons, developing lessons, obtaining and maintaining attending behavior, analyzing and managing interaction, and making assignments. The school experience sequence enables the student teacher to observe and participate in elementary and secondary classrooms. Evaluation of the program concerned staff morale, trainee participation and reaction, reaction of methods students and their professors, perception of readiness, reaction of school personnel to the in-service clinical training program, assessment of special services, and feedback from the schools. Results were favorable; however, evaluation processes are incomplete. (MJM)

ED 067 377 SP 005 868

**An Inner City College-Community Teacher Education Program.**

Pub Date Nov 71

Note—8p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Cooperation, Community Responsibility, \*Internship Programs, \*Professional Personnel, \*School Community Cooperation, Teacher Education, \*Teacher Interns, \*Urban Education

Identifiers—Mount St. Mary's College

This report describes the development of an inner-city college-community teacher education program designed at Mount St. Mary's College in Los Angeles. Originally the program recruited and trained as Spanish teachers Cuban refugee professionals who expressed an interest in teaching. The program developed further after California approved internship as an additional way of earning standard credentials. Interns from different fields were recruited for the teaching of educable mentally retarded children (E. M. R.) and mathematics. Participants experienced an intense preservice course, then began on-site teacher training with supportive inservice assistance, supervision, evaluation, and follow-up which was offered by the college and Los Angeles School District. An additional advantage of the program included salary benefits; interns began to teach with an advisor teacher and earned seven-eighths salary, and when they taught without teacher assistance, they earned a full salary. In September 1971, the District discontinued the internship programs, however the E. M. R. was authorized to continue. In addition to regular credential and graduate programs, Mount St. Mary's is presently implementing three new programs based, in part, on the intern models: the preparation of teachers for educationally handicapped, for the very young child, and for those learning English as a second language. (MJM)

ED 067 378 SP 005 869

Krosky, Roy T.

**The Inner City Teacher Education Program.**

Pub Date Sep 71

Note—86p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cultural Awareness, \*Culture Contact, Educational Development, Educational Programs, \*Field Experience Programs, \*Teacher Education, \*Urban Education

Identifiers—University of Northern Colorado

The Inner City Teacher Education Program (ITEP), designed by the University of Northern Colorado, emphasizes the preparation of prospective teachers for working in urban schools whose populations are composed of children from culturally diverse backgrounds. Objectives were developed in relation to three categories: a) the prospective teacher's understanding of and attitudes toward himself, b) his understanding and attitude toward pupils and the process of education, and c) his understanding and attitudes

toward the educational system as an institution. In addition to class study and student teaching, the students participate in field trips, live-in experiences, and concentrated studies related to the specific course offerings of ITEP. This report presents an overview of ITEP; an extensive review of the field trip to the southwest and the live-in experience; evaluations by host families; teacher-principal and participant response; and a subjective evaluation. Evaluation results indicate the success of the project. Several options for expansion of the program while maintaining the concept of a closely knit learning group are presented. A 21-item bibliography and appendixes are included. (MJM)

ED 067 379 24 SP 005 871

Brophy, Jere E.

**A Study to Determine If Teachers Communicated Differential Performance Expectations to Students. Final Report.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-F-012

Pub Date Aug 72

Contract—OEC-6-71-0477-(509)

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communications, \*Educational Research, \*Performance Criteria, \*Performance Factors, \*Student Teacher Relationship, Teacher Response

Identifiers—Dyadic Observation System

This study was planned to replicate and extend at a fifth grade level an earlier study by Brophy and Good at the first grade level. One purpose was to test the hypothesis that classes taught by teachers who showed evidence of expectation effects would show polarization over time, with differences between high and low expectation students gradually becoming increased. A second purpose was to investigate the form in which expectation effects would be manifested at the fifth grade. Subjects included five fifth grade teachers and their respective students. The research design and methods involved systematic naturalistic observation rather than experimental manipulation or treatment. Teachers' naturalistically formed expectations were determined, and then student-teacher interaction was observed with a version of the Dyadic Observation System to see if teachers show favoritism toward high expectation students or inappropriate treatment of low expectation students. Results suggest that student ability level does not affect the stability of classroom interaction measures, and that correlations between measures taken in different subject matter classes taught by the same teacher tend to be only very slightly higher than correlations taken in classes involving the same subject matter taught by two different teachers. A 19-item bibliography and a teachers' ranking form are included. (Author/MJM)

ED 067 380 SP 005 872

**An Evaluation of "Point"—A Program for the Orientation and Induction of New Teachers.**

Spons Agency—District of Columbia Public Schools, Washington, D.C. Model School Div.

Pub Date Dec 71

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Teacher Education, \*Teacher Evaluation, \*Teacher Improvement, \*Teacher Orientation, Teacher Programs, \*Teacher Workshops

This report evaluates "A Program for the Orientation and Induction of New Teachers" workshop (POINT) developed by the District of Columbia Public School System. Forty-one elementary school teachers participated in the POINT workshop designed to develop and upgrade the professional staff. The focus is placed on developing a strategy to prevent "new teacher failures" and increasing the possibilities for success and satisfaction for the new entrants to the teaching profession. Phase I of the program was a 2-week period of intensive preservice training and orientation prior to the opening of school, September, 1971. Phase II initiated a program of continuing support involving direct assistance and in-service training for the first semester of the school year 1971-72. Phase III consisted of three workshop days of release time during the first

semester of school year 1971-72. The participants were exposed to various methods and techniques for improving their classroom instructional program. Data collected and analyzed indicated that the POINT workshop was successful in meeting the objectives set forth by the POINT staff. It was recommended that workshops for new teachers be continued. Appendixes include program materials. (Author/MJM)

**ED 067 381** SP 005 873

Combs, Arthur W.

**Educational Accountability. Beyond Behavioral Objectives.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 72

Note—47p.

Available from—Assn. for Supervision and Curriculum Development, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (\$2.50)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Educational Accountability, \*Educational Objectives, \*Humanism, \*Responsibility

This booklet explores some of the issues concerning five major problems regarding educational accountability. These are problems of skills and behavioral objectives, intelligence and holistic behavior, the nature of learning and the causes of behavior, humanistic goals of education, and professional accountability. General comments about methods of assessment initiate the study of the problems. The problem of skills and behavioral objectives is presented in light of rationale for behavioral objectives and some hazards of the behavioral approach. Assessing intelligent behavior and implications of accountability are seen as major issues of the problem concerning intelligence and holistic behavior. The nature of learning presents the causes of behavior and learning as personal meaning. Self-actualization and the assessment of personal meaning are discussed in relation to the humanistic goals of education. Finally, professional accountability is observed in terms of the delegation of responsibility. The summary indicates the need for a balance of behavioral and humanistic objectives in education. (MJM)

**ED 067 382** SP 005 874

Mathieson, Moira B.

**An Abstract Bibliography of Teacher Education Programs: Part I of the ERIC Clearinghouse on Teacher Education Project on Career Education.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date Oct 72

Contract—OEC-0-8-080490-3706(010)

Note—92p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bibliographies, \*Career Education, \*Inservice Teacher Education, Occupational Guidance, Preservice Education, \*Teacher Education, \*Vocational Education

This annotated bibliography is the first of a series of publications on Career Education to be prepared by the ERIC Clearinghouse on Teacher Education. The 150 entries were selected from a computer printout of all the material on vocational and career education appearing in "Research in Education" during the period from January 1970 to June 1972. The bibliography contains documents relating to teacher education in career and vocational areas and is arranged chronologically according to date of publication, with separate indexes for institutions and authors and a general index identifying certain major categories, such as annual report, collections of speeches, guidelines, doctoral theses, program descriptions, and research, as well as specific content areas such as business education, inservice and preservice programs, and industrial education. The bibliography was prepared to document what has already been published on this subject and to provide a base for further research and publication describing what new ideas are being tried, which institutions are launching new programs, and what new trends are developing. (MBM)

**ED 067 383** SP 005 875

Shank, Paul C. McElroy, Wayne R.

**The Paraprofessionals or Teacher Aides: Selection, Preparation and Assignment.**

Pub Date 70

Note—86p.

Available from—Pendell Publishing Co., P. O. Box 1666, Midland, Mich. 48640 (\$4.95)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Nonprofessional Personnel, \*Paraprofessional School Personnel, \*School Aides, \*Teacher Aides, \*Teaching Assistants

This handbook provides teachers and school administrators with a guide for the selection, preparation, and assignment of teacher aides; sets forth practical information for teacher aides; and presents preparation programs. Four major areas concern an introduction, selection of teacher aides, preparation programs, and assignment of teacher aides. The introductory chapter provides an overview of the administrative responsibility, the teacher and aide relationship, and the teacher aide. The second chapter presents the pattern of selection of teacher aides. Major concerns include determination of needs, tasks aides can perform, organizational patterns, recruitment of teacher aides, application and evaluation of written applications and interview sessions. The chapter concerning preparation programs presents three methods of organization for the teaching of these lessons. The assignment of teacher aides reviews the areas of responsibility, flexibility, growth, and evaluation. The handbook is designed to help teacher aides as well as administrators. (MJM)

**ED 067 384** SP 005 876

Brighton, Howard

**Handbook for Teacher Aides.**

Pub Date 72

Note—131p.

Available from—Pendell Publishing Co., P. O. Box 1666, Midland, Mich. 48640 (\$5.95)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Educational Programs, \*Paraprofessional School Personnel, \*Teacher Aides, \*Teaching Assistants, \*Training

This handbook provides practical answers to the questions most often asked by prospective and practicing teacher aides. Eight chapters cover areas of concerns indicated by the questions presented. The chapters cover an overview and introduction to the teacher aide program; the structure, function, and purpose of the program; views and future trends; procedures involved in the selection of teacher aides; training teacher aides; employment conditions for aides; classroom conditions; and various aide categories and their responsibilities. A glossary and a 22-item bibliography are included. (MJM)

**ED 067 385** SP 005 877

Brighton, Howard

**Utilizing Teacher Aides in Differentiated Staffing.**

Pub Date 72

Note—245p.

Available from—Pendell Publishing Co., P. O. Box 1666 Midland, Mich. 48640 (\$5.95)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Differentiated Staffs, \*Nonprofessional Personnel, \*Paraprofessional School Personnel, \*Staff Utilization, \*Teacher Aides

This book is a guide for educators or administrators responsible for implementing a teacher aide program. Eleven chapters are devoted to answering questions grouped under major areas of concern. These chapters include the teacher aide concept, goals and benefits of teacher aide programs, the question of volunteer or paid aides, legal status and responsibility of aides, initiation of the program, enhancing the teacher aide program, classification of teacher aides, selection of teacher aides, aide training, utilizing the aide, and specific examples of special aide usage. The appendix presents an overview of the volunteer effort at Michigan State University. A glossary and a 64-item bibliography are included. (MJM)

**ED 067 386** 24 SP 005 878

Sutton, Gordon F.

**Planned Change in Response to External Pressure.**

A Study of Facilitation and Resistance in the Faculty of a Small Independent College with a Traditional Emphasis on Engineering and Science. Final Report.

Washington State Library, Olympia. Institutional Library Services.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-A-043

Pub Date Jul 72

Grant—OEG-1-71-0010(509)

Note—192p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Attitudes, Change Agents, Changing Attitudes, \*College Faculty, Development, \*Educational Change, \*Educational Innovation, \*Employee Attitudes, Faculty Evaluation

This is a study of the faculty of a small college under conditions of planned change. It attempts to establish the role of the faculty in initiating changes in an assessment of an hypothesis regarding the conservative role of such bodies. Following some developments in organizational theory regarding processes of organization, faculty differentiation was examined. It was expected that faculty whose careers are closely associated with the employing institution would be less able to sense extra-organizational pressures for change than those with strong extra-organizational professional ties. Further, among faculty who recognize the need for change, those with local career orientations would display less evidence of initiating or collaborating with attempts at planned change. It was also hypothesized that some faculty would display an active role associated with ideological concerns regarding organizational purposes of such a college. A survey of faculty indicated that the first hypothesis regarding their conservative nature was not sustained while the hypothesis predicting the positive relationship between professionalization and receptiveness to change and between awareness of external pressures and receptiveness were on balance confirmed. The prediction that those with local career orientations would be less aware of pressures and, less likely to support planned change was supported. Appendixes include related project materials. (Author/MJM)

**ED 067 387** SP 005 880

Mathieson, Moira B.

**A Bibliography of Bibliographies on Career and Vocational Education: Part II of the ERIC Clearinghouse on Teacher Education Project on Career Education.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date Oct 72

Contract—OEC-0-8-080490-3706(010)

Note—47p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bibliographies, \*Career Education, \*Foreign Countries, \*Occupational Guidance, \*Vocational Education

This bibliography is the second of a series of publications on career education to be prepared by the ERIC Clearinghouse on Teacher Education. The main body of the bibliography contains 65 items arranged alphabetically by author, with an additional section of 16 items of material from foreign countries. Each entry contains a full bibliographic citation together with the abstract published in "Research in Education." There are also indexes for subject matter and institutions and a cross reference listing between the ERIC (ED) numbers and the entry number in the bibliography. (MBM)

**ED 067 388** SP 005 882

Krasno, Richard M.

**Teachers' Attitudes: Their Empirical Relationship to Rapport with Students and Survival in the Profession.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-28

Bureau No—BR-5-0252

Pub Date Jun 72

Contract—OEC-6-10-078

Note—164p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Attitudes, \*Student Reaction, \*Student Teacher Relationship, \*Teacher Attitudes, Teacher Education, \*Teacher Response, Teaching Experience  
Identifiers—Educational Opinion Inventory, EOI

A sample of 30 male and 124 female prospective teachers were given a battery of inventories prior to teacher training. Included in this battery was a 300-item Educational Opinion Inventory (EOI). On the day immediately following the administration of each inventory, each subject taught a 40-minute lesson to 20 to 30 secondary school students. After the lessons, the students were asked to rate each subject on a 20-item Pupil Inventory that elicited responses from the students concerning the teacher-student rapport developed over the 40-minute lesson. Between 18 and 21 months after they completed the teacher education program, 150 subjects in the original samples were contacted. Of these, 84 were teaching full-time in a secondary school, and 66 had never entered or left the teaching profession. The EOI responses of these two groups were analyzed to find items that differentiated them. The study indicated that potential teachers approach teacher training with educational attitudes that markedly affect their relationships with students and their probability of remaining in teaching. Students are able to infer something related to these attitudes, i.e., expected degree of rapport, from their first impression of the teacher with no knowledge of the teacher's behavior or beliefs. Recommendations indicate the need for further study to determine the potential effectiveness of the scales for selecting and guiding the training of future teachers. Appendixes, tables, and a 59-item bibliography are included. (Author/MJM)

**ED 067 389** SP 005 884

*Alper, T. And Others*

**The Use of Film-Mediated Modeling and Feedback to Change a Teacher's Classroom Responses.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RD-91

Bureau No.—BR-5-0252

Pub Date Aug 72

Contract—OEC-6-10-078

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classroom Communication, \*Feedback, Learning Theories, \*Reinforcement, \*Student Teacher Relationship, \*Teacher Education, Verbal Communication

The study investigates some of the procedures involved in training teachers to use their verbal attention (to students) on a contingent basis. The results suggest that a combination of modeling and feedback can increase a teacher's positive responses to students. Both film-mediated modeling and feedback of performance were used to change one teacher's behavior in his classroom. The relative contributions of each of the techniques in increasing the teacher's positive statements and decreasing the negative ones were measured using a multiple baseline design. The modeling treatment produced changes in the desired direction, but a trend analysis indicated that the new behavior was not maintained. Feedback of performance served either to maintain or to accelerate changes in the desired direction. The results suggest that proper scheduling of feedback would lead to better maintenance of new patterns of behavior. Consistent with observational learning theory, modeling stimuli can promote initial change, but sustained performance requires systematic reinforcement. (Author)

**ED 067 390** SP 005 886

*Elfenbein, Iris M.*

**Performance-Based Teacher Education Programs: A Comparative Description.**

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PBTE-8

Pub Date Oct 72

Note—121p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Programs, \*Performance Based Teacher Education, \*Program Content, \*Program Evaluation, \*Teacher Education

This monograph presents a general view of the results of implementation of performance-based teacher education programs (PBTE). Part I includes an overview of PBTE and a brief description of PBTE-oriented institutions selected by the

PBTE committee. The overview concerns introductory information, the basic approach to implementation and an analytic framework. The description of institutions covers both observation and recommendations. Part II presents a detailed description of specific PBTE programs emphasizing conceptualization, selection, support, control, organization, linkage, instruction, management, and cybernation. An extensive bibliography and a glossary are included. The appendixes include a factual description of PBTE programs in tabular form. (MJM)

**ED 067 391** SP 005 887

*Mathieson, Moira B.*

**What Do They Mean By Parity?**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0490

Pub Date Nov 72

Contract—OEC-0-8-080490-3706(010)

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College School Cooperation, Community Cooperation, \*Educational Accountability, \*Educational Responsibility, \*Teacher Education

This document reviews the meaning of "parity" from three broad categories: teacher education institutions, teachers as represented by unions and professional organizations, and individuals or groups occupying a middle ground. The major points of view of each category are presented and substantiated by excerpts from study commission and task force reports and individual and organizational references. A 12-item bibliography is included. (MJM)

**ED 067 392** SP 005 890

*Burdin, Joel L., Ed Sutman, Francis X., Ed.*

**In Defense of Man: Educators and Environmental Action.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0490

Pub Date Nov 72

Contract—OEC-0-8-080490-3706(010)

Note—88p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Consumer Economics, \*Ecology, \*Environmental Influences, \*Environmental Research, \*Social Responsibility, Teacher Education, Technological Advancement

This publication is intended to develop a baseline publication on the quality of human environment and is designed to point out some crucial issues that must be considered in relation to the environmental management issue. Part I includes four articles. The first suggests man's role in relation to ecological science. The second is study of the technological aspects of the quality of human environment. The third is overview of the economic implications of environmental policy. Part I concludes with an article on the preparation for environmental education providing a basic guideline for environmental education and emphasizing a "whole world" approach to learning. Part II contains three articles setting out the present and future possibilities in environmental education. Part III is "The Environmental Crisis and Education: An Epilogue." Extensive bibliographies, references, list of resources, source materials, and appendixes are included. (MJM) I30TM

**ED 067 393** TM 001 788

*Burke, John P. Elashoff, Janet Dixon*

**The Effects of Serial Dependence on Polynomial Regression Models for Individual Growth Data.**

Stanford Univ., Calif. School of Education; Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-D-MEMO-74

Bureau No.—BR-5-0252

Pub Date May 71

Contract—OEC-6-10-078

Note—43p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Data Analysis, \*Individual Development, \*Mathematical Models, \*Methods Research, Models, \*State of the Art Reviews, \*Statistical Analysis

Identifiers—\*Polynomial Regression Models

This paper provides a survey of models for the analysis of individual growth data emphasizing the problems posed by serial or time dependence in the application of polynomial regression models. The concepts of serial correlation and autoregressive models are illustrated. It is demonstrated that standard inference procedures may be quite misleading when applied to polynomial regression models involving time dependence. Little consideration has been given in the literature for the case of individual series to the development of alternative procedures or to the problem of providing a more reliable basis for inference except for the econometric model. (Author)

**ED 067 394** TM 001 789

*Womer, Frank B.*

**What Is National Assessment?**

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-0-9-080771-2468(508)

Note—56p.

Available from—National Assessment Staff Offices, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (single copies \$2.00; orders of 10 or more, 20% discount)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Age Groups, Census Figures, \*Data Collection, Elementary School Students, \*Evaluation Techniques, Measurement Goals, \*Measurement Instruments, \*National Competency Tests, \*National Surveys, Secondary School Students, Standards, Student Characteristics, Surveys, Young Adults

Identifiers—NAEP, \*National Assessment of Educational Progress

National Assessment is a plan for a systematic, census-like survey of knowledge, skills, understandings, and attitudes designed to sample four age levels in ten different subject areas. It is an information-gathering program designed to provide both the educational community and the lay public with information about some of the direct outcomes of education as they are exhibited in students and young adults. The ten areas selected for assessment are Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Criteria of the National Assessment Committee in the setting of assessment of objectives include: (1) The objectives must be satisfactory goals for each subject area as seen by subject matter specialists; (2) The objectives must be ones which currently are accepted as goals of American education by most schools; and (3) The objectives must be ones which are acceptable to thoughtful lay adults as reasonable goals of American education. For related documents, see TM 001 793 and 797.) (Author/CK)

**ED 067 395** TM 001 790

**Relative Grading Methods: A Self-Help Text.**

Air Univ., Maxwell AFB, Ala.

Pub Date Oct 67

Note—113p.; Supplementary Text for ECI Course 7521A

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Autoinstructional Aids, \*Evaluation Methods, \*Grades (Scholastic), \*Grading, \*Instructional Materials, Self Evaluation, Workbooks

This supplementary text to a lecture course "Methods of Grading" is a self-help text. Some relative grading methods covered are: Centile Rank; Rank Order; Mean, Median and Mode; Range; Deviation; Standard Deviation; Standard Score; and T-Score. Section I of the book written as a "scrambled text," and Section II is a workbook. (DB)

**ED 067 396** TM 001 791

*Kaufman, Alan S. And Others*

**Test Service Bulletin.**

Psychological Corp., New York, N.Y.

Report No.—Bull-59

Pub Date May 72

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**



## 104 Document Resumes

Descriptors—Bulletins, \*Correlation, \*Literature Reviews, Predictive Validity, \*Scoring, \*Statistics, \*Tests

Identifiers—\*Restriction of Range

In this bulletin are an article, "Restriction of Range: Questions and Answers" BY Alan S. Kaufman and book reviews. Answers to the following questions are given in the article: What exactly is meant by "restriction of range"? What effect does it have? Why are correlation coefficients lower for restricted than for widespread groups? How important in a practical sense is the fact that a test's validity coefficients may be lower for groups with wide variation on the test? What can be done to correct for restriction of range? What can an organization do to determine the effectiveness of a predictor if it cannot carry out a lengthy study? and Can the formula be used to correct for low correlations whenever restriction of range occurs? (DB)

ED 067 397 TM 001 792

Williams, S. Irene Jones, Chancy O.

A Comparison of Interview and Normative Analysis of Mathematics Questions.

Educational Testing Service, Princeton, N.J.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—TDR-71-4

Pub Date Apr 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Entrance Examinations, Evaluation Methods, Interviews, \*Item Analysis, Problem Solving, \*Question Answer Interviews, Research Methodology, \*Secondary School Mathematics, Student Participation, Test Construction, Test Results, \*Tests

Identifiers—\*College Board Mathematics Level 2

Answers to the following questions were sought in this study: (1) Does the interview technique provide information that cannot be obtained from the usual normative approach? (2) Does the interview technique provide information leading to the revision of mathematics test questions? Are the revised questions better than the original version in specified ways? and (3) Does the interview technique provide information about the extent to which the student has been exposed in a mathematics course to the topic, concept, or skill that is central to the correct solution of a particular question? The College Board Mathematics Level II pretest was administered to 10 students in a senior mathematics course, to 30 juniors in a mathematics honors course, and to 35 juniors and seniors in mathematics courses. Fifteen selected students were then interviewed as to their methods of problem solution. The original pretest was then administered to the pretest population, and a pretest consisting of 16 questions identical to those in the original pretest and 9 questions that were revisions was also administered. Results of the study show that the answer to question (1) above was "yes"; in answer to question (2), nine questions in the pretest (items 2, 10, 14, 18, 20, 21, 23, and 24) were revised; and the answer to question (3) was a definite "yes." Appendixes provide the Item Interview Record and Test Interview Record, Procedures Used in Carrying Out the Study, Score Distributions for Total Group and Interview Group, Item Analysis for Total Group, Item Analysis for Interview and Pretest Groups and Interview Results for Each Item and Graphs. (DB)

ED 067 398 TM 001 793

Questions and Answers about the National Assessment of Education Progress.

National Assessment of Educational Progress, Ann Arbor, Mich.

Pub Date Apr 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, Elementary School Students, \*National Competency Tests, Secondary School Students, \*Student Evaluation, Tests, Young Adults

Identifiers—NAEP, \*National Assessment of Educational Progress

Twenty-seven questions concerning the National Assessment of Educational Progress and their answers are provided in this pamphlet. (For related documents, see TM 001 789 and TM 001 797.) (DB)

ED 067 399 TM 001 794

Oles, Henry J. Bolvin, John O.

The Reliability and Usability of a Semantic Differential Attitude Scale with Third through Fifth Grade Students.

Pub Date 72

Note—44p.; Paper presented at the convention of National Council on Measurement in Education, Chicago, Ill., 1972. Based on portion of Ph.D. Dissertation, Univ. of Pittsburgh

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Attitude Tests, \*Componential Analysis, \*Elementary School Students, Factor Analysis, Item Analysis, \*Questionnaires, \*Rating Scales, Statistical Analysis, Test Reliability

Identifiers—\*How I Feel Test

An attitude questionnaire, administered to third, fourth, and fifth grade students, is discussed. The questionnaire, "How I Feel," was composed of a packet of directions to the teacher, directions to the student with sample questions, and 11 concepts, each of which was evaluated by six bipolar adjective pairs that were chosen because of their relevance to the type of information desired by the researchers and by their high loading on Osgood's evaluative dimension. Nine of the concepts were scored whereas two served as validity-type scales to identify those students who did not understand what they were asked to do or who may have filled in the blanks with random checks. The students to whom the questionnaire was administered were 238 who were attending a school using Individually Prescribed Instruction (IPI). Each of the individual bipolar adjective pair scales was scored along a five-point continuum. The questionnaire was administered again to 201 of the original subjects seven months following the first administration, using the same instructions but a different "special" teacher. Results showed the coefficient alpha reliabilities for the individual scales ranged from .86 to .92. A factor analysis of the entire instrument indicated that the six bipolar adjective pairs used to evaluate the nine concepts were essentially measuring the same factor and could therefore be summed, thus reducing the original 54-items to 9 items. The test-retest reliabilities for six of the nine questions ranged from .35 to .44; they were considerably lower for the other three questions. Tables present the data, and appendixes provide the questionnaire and related materials. (DB)

ED 067 400 TM 001 795

Sween, Joyce Campbell, Donald T.

The Interrupted Time Series as Quasi-Experiment: Three Tests of Significance. A Fortran Program for the CDC 3400 Computer.

Northwestern Univ., Evanston, Ill. Vogelback Computing Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Educational Media Branch.

Report No.—NUC-0049-TIMEX; Proj-C998

Pub Date Aug 65

Contract—OEC-3-20-001

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Programs, \*Data Analysis, \*Mathematical Models, \*Measurement Techniques, Programming Languages, Statistics, Tests, \*Tests of Significance

Identifiers—Lev (J), Mood (S M), \*TIMEX Program, Walker (H M)

Computational formulae for the following three tests of significance, useful in the interrupted time series design, are given: (1) a "t" test (Mood, 1950) for the significance of the first post-change observation from a value predicted by a linear fit of the pre-change observations; (2) an "F" test (Walker and Lev, 1953) of the hypothesis that one regression line fits both pre and post-change groups; and (3) a "t" test of the difference between pre-change and post-change regression estimates of the occasion value lying midway between the last pre-change point and the first post-change point (Mood, 1950; Walker and Lev, 1953). The computer program TIMEX is designed to perform the following statistical tests on data of the interrupted time series form: Mood test, Walker-Lev covariance tests, and "double extrapolation." In addition to "t" or "F" values of each statistical test of significance, other information may also be obtained; this information is indicated. Program limitations, card preparation, and order of cards are presented. The computer program is provided in a printout,

as is the test data for the program. The test data plot is also reproduced. Appendix I is Interpretation of Data Plot with Missing Regression Points, and Appendix II is Program Modifications for Fortran II and IV. (Author/DB)

ED 067 401 TM 001 796

Sween, Joyce Campbell, Donald T.

A Study of the Effect of Proximally Autocorrelated Error on Tests of Significance for the Interrupted Time Series Quasi-Experimental Design.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Educational Media Branch.

Report No.—Proj-C998

Pub Date Aug 65

Contract—OEC-3-20-001

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Correlation, \*Data Analysis, \*Mathematical Models, \*Measurement Techniques, Statistics, Tests, \*Tests of Significance

Identifiers—Double Extrapolation Technique, Mood Test, Walker Lev Test 3

The primary purpose of the present study was to investigate the appropriateness of several tests of significance for use with interrupted time series data. The second purpose was to determine what effect the violation of the assumption of uncorrelated error would have on the three tests of significance. The three tests were the Mood test, Walker-Lev Test 3, and Double Extrapolation Technique. The procedure was basically that of generating a large number of time series having specified characteristics and performing the tests of significance on each generated time series. The results of the study indicated that the three tests of significance are appropriate for use on data of interrupted time series form. Tables and figures illustrate the text. (Author/DB)

ED 067 402 TM 001 797

Finley, Carmen J. Berdie, Frances S.

The National Assessment Approach to Exercise Development.

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date 70

Grant—OEG-0-9-08771-2468(508)

Note—143p.

Available from—National Assessment Staff Offices, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Mich. 48105 (Single copy \$3.00; orders of \$10 or more, 20 percent discount)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Educational History, Educational Testing, \*Evaluation Methods, Group Tests, \*Measurement Instruments, \*National Competency Tests, \*Standardized Tests, \*Test Construction

Identifiers—NAEP, \*National Assessment of Educational Progress

The history of the development of National Assessment exercises from the project's inception in 1964 to the present is provided in this monograph. The chapter titles are as follows: I. Introduction; II. Rationale and Criteria for Writing Exercises for National Assessment; III. Initial Reviews; IV. Initial Studies; V. Subject Matter Reviews; VI. Other Studies; VII. Final Reviews and Selection; and VIII. New Directions in Exercise Development. A glossary and references are included. (For related documents, see TM 001 793 and TM 001 789.) (DB)

ED 067 403 TM 001 798

A Description of the Anchor Test Study.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-72-102

Pub Date 72

Contract—OEC-0-71-4758(248)

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, Grade 4, Grade 5, Grade 6, \*Measurement Instruments, \*Norms, Private Schools, Public Schools, \*Reading Tests, \*Standardized Tests, State Action, Student Evaluation, \*Testing Programs

Identifiers—\*Anchor Test Study

The Anchor Test Study is described as to objectives, the need for the study, tests selected for the study, States' participation, remuneration of School Test Coordinator, teacher participation, schedule of activities, reports of test results, pupil personnel data needed, and the tests administered during the restandardization phase and equating phase of the study. The two objectives of the Anchor Test Study are: (1) to provide the ability to translate a child's score on any one of the seven most widely used standardized reading tests into a score on any of the other tests; tables for this purpose will be prepared for tests appropriate for fourth, fifth, and sixth-grade children; (2) to provide new nationally representative norms for each of the seven tests. The first phase of the study is the equating phase, which involves administration of pairs of tests to fourth, fifth, and sixth-graders in approximately 500 public and nonpublic schools. Two appropriate reading tests will be administered to each participating student, and equivalent scores on the seven tests will be determined. In the restandardization, or norming phase, the study will provide a new set of norms for the Metropolitan Reading Test for Grades 4, 5, and 6, using a sample of approximately 940 public and nonpublic schools. The results of the two phases will be combined to produce new norms for the six other tests. The initial study operations began on July 1, 1971. The final report of the study will be submitted in November 1972. (DB)

**ED 067 404** TM 001 799

**Eckernacht, Gary**  
**A Quick Method for Determining Test Bias.**  
Educational Testing Service, Princeton, N.J.  
Report No—RM-72-17  
Pub Date Apr 72  
Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation Criteria, Group Tests, \*Probability Theory, \*Research Methodology, \*Statistical Analysis, \*Test Bias, \*Test Construction

The problem of test bias has been a growing concern in recent years. Of the several available methods for determining test bias, probably the most effective means involves collecting criterion information. This data collection process often provides a considerable barrier to the researcher, especially for the small test user and for someone who needs an immediate solution to a test bias question. This paper presents a method for identifying and analyzing the nature of test bias. This method is intended as only a preliminary analysis prior to, or concurrently to, a criterion data collection process. (Author)

**ED 067 405** TM 001 800

**Aitkin, Murray A.**  
**Fixed-Width Confidence Intervals in Linear Regression with Applications to the Johnson-Neyman Technique.**

Educational Testing Service, Princeton, N.J.  
Report No—RB-72-18  
Pub Date Apr 72  
Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Analysis of Covariance, \*Mathematical Applications, \*Mathematical Models, \*Multiple Regression Analysis, \*Statistical Studies

Identifiers—Gafarian (A V), Johnson (P O), Neyman (J)

Fixed-width confidence intervals for a population regression line over a finite interval of  $x$  have recently been derived by Gafarian. The method is extended to provide fixed-width confidence intervals for the difference between two population regression lines, resulting in a simple procedure analogous to the Johnson-Neyman technique. (Author)

**ED 067 406** TM 001 801

**Aitkin, Murray A.**  
**A Class of Tests for Multivariate Normality Based on Linear Functions of Order Statistics.**

Educational Testing Service, Princeton, N.J.  
Report No—ETS-RB-72-16  
Pub Date Apr 72  
Note—22p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Comparative Analysis, \*Correlation, Data Analysis, \*Mathematical Models, \*Statistical Analysis, Statistics, \*Tests  
Identifiers—\*Normality Tests

A class of tests for normality using the ratio of two estimates of the standard deviation is generalized to provide a class of tests for multivariate normality using a characterization of the multivariate normal. The posers of some of the tests are examined numerically and compared with the power of a recent similar test. (Author)

**ED 067 407** TM 001 802

**Boldt, Robert F.**

**An Estimation Procedure for the Rasch Model Allowing Missing Data.**

Educational Testing Service, Princeton, N.J.  
Report No—RM-72-5  
Pub Date Apr 72  
Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Data Analysis, \*Item Analysis, \*Mathematical Models, \*Measurement Techniques, \*Statistical Studies, \*Test Interpretation

Identifiers—\*Rasch Model

The Rasch model and other latent trait models encounter some difficulty when faced with an appreciable amount of missing data or omitting behavior. The present note assumes that some reasonable missing data model has been formulated which does not involve the parameters associated with the latent ability of interest. A maximum likelihood function is used that is based on probabilities which are conditional on the occurrence of a response. (Author/DB)

**ED 067 408** TM 002 004

**Assember, Microwave Tube (electronics) 725.884-Technical Report on Development of USES Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.  
Report No—TR-S-392  
Pub Date Feb 67

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Assembly (Manufacturing), \*Cutting Scores, Electronics Industry, Evaluation Criteria, Job Application, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery, Microwave Tube Assembler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 409** TM 002 005

**Hospital-Admitting Clerk (medical ser.) 237.368-Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.  
Report No—TR-S-393  
Pub Date Feb 67

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, Clerical Occupations, \*Cutting Scores, Evaluation Criteria, \*Hospital Personnel, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB),

first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 410** TM 002 006

**Envelope-Machine Set-Up Man (paper goods) 641.780-Technical Report on Development of USES Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.  
Report No—TR-S-394  
Pub Date Jul 67

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, \*Machine Tool Operators, Norms, Occupational Guidance, Paper (Material), \*Personnel Evaluation, Printing, Test Reliability, Test Validity

Identifiers—Envelope Machine Operator, GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 411** TM 002 007

**Corrugator Operator (paper goods) 643.782-Technical Report on Development of USES Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.  
Report No—TR-S-395  
Pub Date Jul 67

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, \*Machine Tool Operators, Norms, Occupational Guidance, Paper (Material), \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Corrugator Operator, GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the

general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 412** TM 002 008  
Blown Plastic Container Machine Operator (fabric. plastic prod.) 556.885—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.  
Report No—TR-S-396  
Pub Date Jul 67

Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, \*Machine Tool Operators, Norms, Occupational Guidance, \*Personnel Evaluation, Plastics, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 413** TM 002 009  
Coin-Vending-Machine Collector (bus. ser.) 292.483—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.  
Report No—TR-S-397  
Pub Date Jul 67

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, Blue Collar Occupations, \*Cutting Scores, \*Equipment Maintenance, Evaluation Criteria, Job Applicants, \*Job Skills, Mechanical Equipment, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Coin Vending Machine Collector, GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs

with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 414** TM 002 010  
Teacher Aid, Elementary School (education) 099.368—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-398

Pub Date Oct 67

Note—22p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Elementary Schools, Evaluation Criteria, Job Applicants, \*Job Skills, Norms, Occupational Guidance, Paraprofessional School Personnel, \*Personnel Evaluation, \*Teacher Aides, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 415** TM 002 012  
Book-and-Game-Line Attendant (print. & pub.) 920.887—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-400

Pub Date Nov 67

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, Books, \*Cutting Scores, Evaluation Criteria, Games, Job Applicants, \*Job Skills, Norms, Occupational Guidance, Paper (Material), \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery, Line Attendant

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 416** TM 002 013  
Heat Treater (heat treat.) I 504.782-026 and II 504.782-030—Technical Report on Development of USES Aptitude Test Batteries.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-401R

Pub Date Jun 70

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, Machine Tool Operators, \*Metal Working Occupations, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery, Heat Treater

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 417** TM 002 014  
Painter Automobile (auto serv.) 845.781—Technical Report on Development of USES Aptitude Test Batteries.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-402

Pub Date Nov 67

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Auto Body Repairmen, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Automobile Painter, GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 418** TM 002 015  
Vending-Machine Repairman (bus. ser.; coin mach.) 639.381—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-403

Pub Date Dec 67

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, \*Machine Repairmen, Norms, Occupational Guidance, \*Personnel Evaluation, Skilled Occupations, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery



The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 419** TM 002 016  
Inspector, Assemblies and Installations (aircraft mfg.) 806.381-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-404

Pub Date Feb 68

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Aerospace Industry, \*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, \*Inspection, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, Skilled Workers, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 067 420** TM 002 017  
Levers-Lace-Machine Operator (tex. prod., n. e. c.) 683.782-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-405

Pub Date Feb 68

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, \*Machine Tool Operators, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery, Lace Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are stan-

dard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 067 421** TM 002 018  
Set-Up Man, Sheet Metal (any ind.) 616.380-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-406

Pub Date Feb 68

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, \*Sheet Metal Workers, Skilled Workers, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 067 422** TM 002 019  
Quality Control Worker (can. & preserv.) 529.387-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-407

Pub Date Feb 68

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Food Standards, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, \*Quality Control, Skilled Workers, Test Reliability, Test Validity

Identifiers—GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job

description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG) I30UD

**ED 067 423** UD 012 830  
Barabas, Jean

Women: Their Educational and Career Roles. An Annotated Bibliography of Selected ERIC References. ERIC-IRCD Urban Disadvantaged Series, Number 31, August 1972.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Contract—OEC-0-9-420088-2327(519)

Note—71p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, Adult Education, \*Annotated Bibliographies, Bias, Career Choice, \*Careers, Changing Attitudes, Counseling, Discriminatory Attitudes (Social), Employment Patterns, \*Females, \*Feminism, Sex Discrimination, Social Attitudes, Social Structure, Vocational Development, \*Womens Education, Work Attitudes, Working Women

This annotated bibliography has been prepared to deal with the issue of women as a group whose realistic and creative contributions have often been hindered by traditional employment patterns and social institutions. The listing encompasses document citations in "Research in Education" from November 1966 through December of 1971, and journal citations in "Current Index to Journals in Education" from January 1969 through December 1971. Much of the literature cited is research oriented, and is divided into seven sections: women in the society, counseling women, women in academia (as students), continuing education for women, career choice and development for women, and women in the world of work. Documents cited are concerned to a large degree with the woman who has completed at least her high school education. The literature does bear out the claims of discrimination which have been raised for so long, and, indeed, throughout the bibliography materials appear which talk to this issue. Other areas discussed in the literature cited are the attitudes and concerns of women in relation to society in general, the academic world, or the working world—career, job, or education in relation to marriage and family being the dominant theme; and programs and institutions for women such as special university programs, Women's Talent Corps, and the New York State Guidance Center for Women. (Compiler/RJ)

**ED 067 424** UD 012 924

Schae, K. Warner Roberts, Jean

School Achievement of Children by Demographic and Socioeconomic Factors. Data From the National Health Survey, Series 11, Number 109.

National Center for Health Statistics (DHEW), Rockville, Md.

Pub Date Nov 71

Note—93p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, Age Differences, Demography, Educational Diagnosis, \*Elementary School Students, Family Income, Geographic Regions, National Surveys, Parent Education, \*Racial Differences, Residential Patterns, \*Rural Urban Differences, Sex Differences, \*Social Differences, Socioeconomic Status

This is the second report on the school achievement of children six to eleven years of age in the noninstitutionalized population of the United States, as estimated from the Reading and Arithmetic subtest data of the Wide Range Achievement Test obtained in the Health Examination Survey of 1963-65. It contains findings by selected demographic and socioeconomic variables. A probability sample of the nation's noninstitutionalized children six to eleven years of age was selected and examined. The examination focused primarily on health factors related to growth and development. It included an examination by a pediatrician, assisted by a nurse; an examination by a dentist; tests administered by a psychologist; and, a variety of tests and measurements by specially trained technicians. Field collection operations started in July 1963 and were

completed in December 1964. There were 7119 children examined. The examinees were closely representative of the roughly 24 million noninstitutionalized children, six to eleven years of age, in the United States. The psychological test battery included the Vocabulary and Block Design subtests of the Wechsler Intelligence Scale for Children, the Draw-A-Person test, five cards of the Thematic Apperception Test, and the reading and arithmetic subtests of the Wide Range Achievement Test. (Author/JM)

ED 067 425

UD 012 925

Taylor, P. H.

Curriculum Planning for Compensatory Education—a Suggested Procedure. Schools Council Pamphlet Number 5.

Schools Council, London (England).

Pub Date 70

Note—14p.

Available from—Schools Council, 160 Great Portland Street, London WIN 6LL, England (Price not known)

Document Not Available from EDRS.

Descriptors—\*Compensatory Education, \*Curriculum Development, \*Curriculum Planning, Educational Accountability, Educational Objectives, Educational Philosophy, \*Educational Planning, Educational Policy, Educational Programs, Educational Resources, Program Evaluation, Teaching Methods, Teaching Techniques, Values

Identifiers—\*England

This pamphlet is about some of the techniques for curriculum planning which may prove useful in translating the aims of social education—competence, confidence, and co-operation—into practical educational procedures. It must be recognized from the start that for the enterprise of planning to be a success it has to be a shared enterprise; a group and a team effort in which there must be developed means for settling differences of opinion and judgment which are governed by principles understood by all members of the team. Developing a plan consists of making it abundantly clear what the plan is to achieve, what the decision points are and the nature of the decisions to be made at each point. The whole planning process can be analyzed into six stages: (1) Aims—a broad statement of an educational intention incorporating an attitude to certain values; (2) General Objectives—a translation of aims into statements which convey some idea of the practicalities embedded in the aims, and some idea of how these practicalities might be achieved; (3) Specific Objectives—a further translation of general objectives; (4) Resources; (5) Teaching; and, (6) Evaluation—the making of judgments about the effective implementation of the plan and its execution in terms of intended pupil learning. (Authors/JM)

ED 067 426

UD 012 926

Hostetter, John A. Huntington, Gertrude Enders  
Children in Amish Society: Socialization and Community Education. Case Studies in Education and Culture Series.

Pub Date 71

Note—130p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$3.25)

Document Not Available from EDRS.

Descriptors—Achievement, \*Amish, Anthropology, \*Community Education, Culture Conflict, Educational Objectives, Educational Policy, \*Elementary Schools, Elementary School Teachers, Individual Development, Personality, Public Schools, \*Socialization, State Government, \*Vocational Schools

This study focuses on the indigenous processes of nurture and socialization, as well as on formal schooling, in the context of Amish culture. It attempts to illustrate the cultural context of learning—the cultural goals, the institutions, the practices, individual participation in the culture, and pupil achievement—in relation to the whole of Amish society. Implicit in this approach is the assumption that every culture provides guidelines for the rearing of the young and that these guidelines can be articulated by the anthropologist, whether the society be literate or nonliterate. Where conflict exists between the public school system and Amish schooling, an attempt is made to bring anthropological insights to bear on the problem. The data for this case study were systematically gathered over a period of four years.

The field studies included Amish communities in Pennsylvania, Ohio, Indiana, and several other states with smaller settlements. Socialization practices from infancy through old age were observed while residing in a farm home in a church district. Interviews were informal and unstructured, but data were systematically obtained and recorded. Repeat visits to the community and shorter visits to other communities with Amish members were also important means of obtaining longitudinal data on human growth and community changes. (Author/JM)

ED 067 427

UD 012 928

Visions of Sugarplums.

Leflore County Schools, Greenwood, Miss.

Pub Date [May 72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Attendance Services, Compensatory Education Programs, Counseling Programs, Counseling Services, Elementary Schools, \*Family School Relationship, Home Visits, \*Migrant Child Education, Parent School Relationship, \*Program Evaluation, Rural Education, School Holding Power

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Mississippi

To encourage children of migrant agricultural workers to remain in school and to persuade children who had never attended to begin, the Leflore County Schools in 1966 began a program of Visiting Teachers, funded under Title I, Elementary Secondary Education Act. At the close of the 1968 school year, a decision was reached to revamp the existing program into an Attendance Counseling Department. Working throughout the County as liaisons between school and the children's home, the Attendance Counselors attempt to work out problems which may be preventing children from attending school. Leflore County Schools presently employ eight full time counselors and one full time director. Each counselor is located in a particular school within the county and serves as part of the staff of that school. As a member of that staff, the counselor receives referrals of children who are exhibiting symptoms of social or emotional difficulties which are interfering with their learning, their attendance, or their social adjustment. If a child misses two consecutive days, an attendance counselor visits the home and discusses with the parent the child's problem. During the last five years Average Daily Attendance has risen nearly six percent over that of the 1965-66 school year. This represents an average of 360 children attending school each day who otherwise would have stayed home. (Author/JM)

ED 067 428

UD 012 929

Reading and Mathematics Instruction for Low-Achieving Students. A Report on Demonstration Programs in Intensive Instruction in Reading and Mathematics, 1970-71.

California State Dept. of Education, Sacramento.

Pub Date 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, \*Cost Effectiveness, Economically Disadvantaged, \*Educational Accountability, Educationally Disadvantaged, Educational Objectives, Low Achievers, Program Development, \*Program Evaluation, Remedial Mathematics, \*Remedial Programs, Remedial Reading, Secondary Education, Secondary School Students

Identifiers—\*California

The purpose of the demonstration programs in intensive reading and mathematics instruction for low-achieving students was essentially to enable school districts to establish and operate exemplary and innovative projects to improve the competence of junior high school students in reading and mathematics. Projects were limited to students in grades seven, eight, and nine attending schools located in low-income areas. Participants were educationally disadvantaged students who would otherwise find difficulty in achieving success in high school. Project proposals were required to contain statements of specific goals with respect to student achievement and to show a level of cost effectiveness that would make it possible for other, similar school districts in California to adapt the projects to their needs. Projects that proved least cost effective were to be terminated. Seventeen projects were approved

and 1970-71 was their second year of operation. Projects were continually reviewed by the Division of Compensatory Education regarding their effectiveness in improving the achievement level of students in reading and mathematics. Through reports, questionnaires, observations, and interviews, projects were evaluated on the basis of several criteria involving program development, student achievement, and cost analysis. (Author/JM)

ED 067 429

UD 012 930

Sciara, Frank J. Jantz, Richard K.

A Report of the Evaluation of the Effectiveness of Teacher Aides in Indianapolis Model Cities Schools.

Indianapolis Public Schools, Ind.

Pub Date Apr 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, \*Elementary School Teachers, Evaluation Techniques, Paraprofessional School Personnel, Participant Satisfaction, \*Personnel Evaluation, Program Evaluation, Role Perception, School Surveys, \*Teacher Aides, \*Teacher Attitudes, Urban Education, Urban Schools

Identifiers—\*Indiana, Model Cities

This study is concerned with the effectiveness of teacher aides in the eight Indianapolis Model Cities Schools as perceived by themselves and others. These paraprofessional personnel were hired for two basic purposes: (1) to provide additional help to teachers and children in the classroom, and (2) to provide career opportunities for a limited number of indigenous residents from the school attendance areas. These two basic purposes were resultant from the apparent need for additional adults to whom children could relate and interact in a positive way during the school day, as well as an approach which provided employment opportunities as an encouragement for furthering the formal educational background of those hired as teacher aides. Aides who were hired from this commitment were those whom Model Cities School personnel thought would benefit both the children in the schools and themselves as teacher aides. These determinations were made primarily upon the basis of personal interviews. The formal educational background of those hired varied greatly. Some were high school graduates; others were not. A number of training sessions were held with them to assist them in upgrading their own personal skills and job skills so as to be of greater assistance in the school of their employment. (Author/JM)

ED 067 430

UD 012 931

An Evaluation of Shared Remedial Programs with Eligible Non-Public Schools in Hartford, 1971-1972. E.S.E.A.-S.A.D.C. Project.

Hartford City Board of Education, Conn.

Pub Date Aug 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, Educational Diagnosis, Elementary Education, English (Second Language), Instructional Materials Centers, \*Parochial Schools, \*Private Schools, \*Program Evaluation, Remedial Mathematics, \*Remedial Programs, Remedial Reading, Secondary Education

Identifiers—\*Elementary Secondary Education Act Title I Program, ESEA Title I Programs

This evaluation report contains data relative to the Remedial Instructional Center Programs, the Intensive Program in Written and Oral Language for Foreign Language Students, and two Pilot Follow-Through Programs, funded jointly under Title I of the Elementary Secondary Education Act and the California State Act for Disadvantaged Children. Of the 14 instructional centers in nine Hartford Catholic schools, five serviced primary grade students, five intermediate grade students, two serviced both primary and intermediate grade students, one serviced the junior high level, and one provided tutorial service at the secondary level. Thirteen centers provided remedial reading and related language arts service, and one provided a mathematics program. In addition, two pilot Follow-Through Programs and a program for foreign language students were operated. For the purpose of determining the amount of academic gain in reading, language, and mathematics, the following tests were used: (1) pre and post testing—the Gates-MacGinitie Reading Test, for the primary grades; and the



Stanford Achievement Test, for grades four through eight; and, (2) pre test only—the Peabody Picture Vocabulary Test, used for grades one through eight. The results showed that, based on an eight month instructional program, the main gain at all grade levels was significant. (Author/JM)

**ED 067 431** UD 012 932

McKenney, Nampco D. R. And Others  
The Social and Economic Status of the Black Population in the United States, 1971. Current Population Reports, Series P-23, Number 42. Bureau of the Census (DOC), Suitland, Md. Population Div.  
Pub Date Jul 72  
Note—119p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (\$1.25)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Economic Disadvantage, Employment, Family Characteristics, Geographic Regions, Housing, Income, \*Measurement, \*National Surveys, Negro Education, \*Negroes, Population Distribution, Rural Urban Differences, \*Socioeconomic Status, Urban Population, Voting

This is the fifth in a series of statistical reports about the social and economic conditions of the black population in the United States. Included here are the most current data available on selected areas of major interest. The majority of the statistics in this report are from the Bureau of the Census, but some are from other government and private agencies. The 1970 data from the Census Bureau are from the 1970 Census of Population and Housing and Current Population Surveys. Families and unrelated individuals are classified as being above or below the low-income level, using the poverty index adopted by a Federal Interagency Committee in 1969. This index centers around the Department of Agriculture's Economy Food Plan and reflects the differing consumption requirements of families based on their size and composition, sex and age of the family head, and farm-nonfarm residence. The low-income cutoffs for farm families have been set at 85 percent of the nonfarm levels. These cutoffs are updated every year to reflect the changes in the Consumer Price Index. Data for standard metropolitan statistical areas, except where noted, are defined as of 1960. The standard Census definition is used for the four regions within the country. (Author/JM)

**ED 067 432** UD 012 933

Rapp, M. L. Haggart, S. A.  
Evaluation of Project R-3, San Jose, Calif., 1971-72. Rand Corp., Santa Monica, Calif.  
Spons Agency—San Jose Unified School District, Calif.

Report No.—WN-7910-SJS

Pub Date Aug 72

Note—65p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Compensatory Education Programs, Curriculum Development, \*Demonstration Projects, \*Diagnostic Teaching, Educationally Disadvantaged, Individualized Instruction, Inservice Teacher Education, Longitudinal Studies, Program Evaluation, Remedial Mathematics, Remedial Reading, \*Secondary School Students, Self Concept, Teaching Methods

Identifiers—California, \*Project R 3

Project R-3 has as its primary objective improving both reading and mathematics skills. The other objectives are to change the self-image of students from one of failure to one of success, and to change their behavior patterns as students by providing them with immediate success experiences. The project started in the spring of 1970 when students were in the second semester of the seventh grade. It included all seventh grade students at one school. In 1970-71, these same students participated as eighth graders, and the 1971-72 program continues the program for these students in the ninth grade. The major components of the ninth grade program are reading, mathematics, studies in advanced simulation, and intensive involvements. Project R-3 was designed jointly by the San Jose Unified School District and the Education Systems organization of Lockheed Missiles and Space Company (now Technicon Education Systems) with the help of consultants from San Jose State College. Project

R-3 includes a curriculum that interrelates reading and mathematics with reinforcement through gaming-simulation, intensive involvements (a series of extended field trips), parental involvement, and an in-service training program for staff development. Program students are grouped into heterogeneous classes, each reflecting the achievement range of the entire program population. [For related documents, see ED 049 933, ED 027 136, ED 061 727, and UD 013 011.] (Author/JM)

**ED 067 433** UD 012 938

Environment, Intelligence, and Scholastic Achievement: A Compilation of Testimony to the Select Committee on Equal Educational Opportunity, United States Senate.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Jun 72

Note—875p.; Committee Print, Senate Select Committee on Equal Educational Opportunity, 92nd Congress, 2nd Session

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Price not available)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Compensatory Education Programs, Educational Policy, \*Environmental Influences, Heredity, \*Intelligence Differences, Intelligence Quotient, Intelligence Tests, Negro Education, \*Prenatal Influences, Program Evaluation, Racial Differences, Social Differences, Socioeconomic Status

Identifiers—California

Contents of this compilation of testimony include: (1) statements by L. L. Cavalli-Sforza, professor of genetics, Stanford University; Richard A. Goldsby; Irving I. Gottesman, professor of psychology, University of Minnesota; Arthur R. Jensen; and Jane R. Mercer, associate professor of sociology, University of California, Riverside; (2) such miscellaneous publications as "Black education in America: reflections on the enigmas of educating the black urban child," by John Dill; Eysenck, H. J. "Race, intelligence, and education,"; Gage, N. L., "I.Q., heritability, race differences, and educational research"; Heber, Rick, "An experiment in the prevention of cultural-familial mental retardation"; Hermstein, Richard, "IQ"; Jensen, A., "Assessment of racial desegregation in the Berkeley schools"; and Mayseke, Regore W., "On the explanation of racial-ethnic group differences in achievement test scores"; (3) "Environment, heredity, and intelligence," reprint number two, compiled from the "Harvard Educational Review," including articles by Jerome S. Kane, J. McV. Hunt, J. F. Crow, C. Bereiter, D. Elkind, L. J. Cronbach, W. F. Brazziel, and A. R. Jensen; and, (4) articles from "Harvard Educational Review," Vol. 39, 1969, Number three. (JM)

**ED 067 434** UD 012 942

Pierson, Frank C.

Community Manpower Services for the Disadvantaged.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Jul 72

Note—92p.

Available from—W.E. Upjohn Inst. for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Mich. 49007 (\$1.25)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—City Problems, City Wide Programs, \*Community Programs, \*Community Services, Decentralization, \*Disadvantaged Groups, Employment Programs, Employment Statistics, Federal Aid, \*Manpower Development, Manpower Needs, Manpower Utilization, Policy Formation, \*State Programs

This publication is concerned with the task of developing a strong and balanced structure of services for the disadvantaged at state and local government levels, and it makes the case for a comprehensive program at the community level, specifically. In examining what decentralization would mean for the country's manpower development programs and what steps communities would need to take if a policy of decentralization is to be successful, three sources of material have been drawn on in brief survey: statistical information secured from the Federal Manpower Administration and other governmental sources;

public and private reports on training and related programs in different cities; and, personal interviews with officials and close observers of these programs in six cities in the Middle Atlantic Region—Baltimore, Md., Camden, N.J., Chester, Pa., New York City, Philadelphia, Pa., and Wilmington, Del. Specific sections of the publication deal with: (1) Designing a community manpower delivery system (decentralization issue, existing structure, and framework for local manpower policy); (1) Choosing goals and strategies (approaches to and elements in manpower strategy, and policy implications and guidelines); (3) Redirecting existing programs; and, (4) Developing community public employment programs. A select bibliography and statistical tables of relevant data are appended. (Author/RJ)

**ED 067 435** UD 012 944

Your Child and Busing. Clearinghouse Publication, Number 36.

Commission on Civil Rights, Washington, D.C.

Pub Date May 72

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrator Attitudes, Bias, \*Bus Transportation, Caucasian Students, Educational Finance, \*Majority Attitudes, Minority Group Children, Minority Groups, Neighborhood Schools, Race Relations, Racial Discrimination, \*School Integration, \*School Segregation, Social Factors, Student Transportation, Supreme Court Litigation

Identifiers—\*Commission on Civil Rights

This booklet is issued by the U.S. Commission on Civil Rights in the Commission's hope that it can help "separate fact from fiction and dispel many of the unfounded fears that underlie the controversy so troubling the nation." The first section discusses the history and background of busing, showing that busing is a long established and widely used means of getting American children to and from their classrooms. In the second section is traced the legal history of desegregation and the logical steps through which the U.S. Supreme Court decided that busing is a proper means of accomplishing desegregation. The third section focuses on some of the fears and myths about busing, and the arguments that are commonly used against busing. Some of the issues discussed are: a child has a right to attend a neighborhood school; busing puts a child out of reach when school illnesses and injuries occur; buses are not safe; fights and racial clashes occur on buses; busing forces children to spend long hours away from home; minority Americans are just as opposed to busing as majority Americans; busing is too expensive; money spent on busing should instead be spent on education; busing prevents students from taking part in extra-curricular activities; busing would carry students to dangerous neighborhoods; busing penalizes white students by setting them back until other students catch up; and, it is not for the schools to cure social ills. (Author/RJ)

**ED 067 436** UD 012 947

Causes and Consequences of the Urban Crisis.

Missouri Univ., St. Louis. Extension Div.

Spons Agency—Missouri State Dept. of Community Affairs, Jefferson City.

Pub Date 71

Note—96p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Action Programs (Community), \*Black Community, \*City Problems, Community Change, Economic Factors, Educational Development, Educational Quality, Employment Patterns, \*Group Discussion, Housing Deficiencies, Income, \*Inner City, Racial Integration, \*Urban Environment

A cooperative presentation of the University of Missouri, St. Louis, Extension Division and the Missouri Department of Community Affairs, this project was designed as a reference for discussion groups of all types, to give perspective and direction in the search for an understanding of the complex situations which contribute to the crisis in American cities. The six papers presented include background information on specific problems and issues, possible alternatives, and theories on the results of different courses of action, and are entitled as follows: "The Emergence of the Black American," (Howard B. Woods); "Education in the Inner City," (D. Everett Thomas); "Jobs and Income," (Herbert D. Werner); "The Struggle for Shelter," (D.



## 110 Document Resumes

Everett Thomas): "Integration or Separatism: Which Way Do We Go?" (Anton G. Jachim); and, "Community Change," (Thomas J. Pavlak). (Authors/RJ)

ED 067 437 UD 012 949

Rempson, Joe L.

Minority Access to Higher Education in New York City. *City Almanac*, Volume 7, Number 2, August 1972.

New School for Social Research, New York, N. Y. Center for New York City Affairs.

Pub Date Aug 72

Note—13p.

Available from—City Almanac, Center for New York City Affairs, 72 Fifth Avenue, New York, N.Y. 10011 (\$2.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Bound Students, College Students, Counseling Programs, Early Childhood Education, \*Higher Education, Inservice Teacher Education, \*Minority Groups, \*Negroes, Open Enrollment, \*Puerto Ricans, Remedial Programs, Student Teacher Ratio, Tutorial Programs

Identifiers—City University of New York, College Bound Programs, College Discovery Program, \*New York City, Upward Bound

Four benchmarks may be noted in efforts to reduce barriers to minority access to higher education in New York City: (1) National Scholarship Fund for Negro Students (1949); (2) National Defense Education Act (1958); (3) Federal and New York State legislation (precollege programs to assist blacks and Puerto Ricans prepare for college, 1964); and, (4) Open Admissions Program in the City University. As a result of the various programs instituted, black and Puerto Rican enrollment in the city's institutions has substantially increased within the past few years. Only limited data are available to judge the success of these programs in achieving their goals: the precollegiate programs appear to be succeeding in that a higher proportion of the students finish high school, enter college, and succeed in college; the picture has been found to be less bright with respect to the college programs. Among the recommendations to accelerate progress in higher education for blacks and Puerto Ricans are: increased emphasis on education and intellectual development during the early childhood years; improved counseling at the high school level for the better selection of a post-secondary education opportunity; improved ongoing counseling and mandatory assessment counseling; reduction in faculty-student ratio and faculty load for remedial classes; systematic inservice training for teachers and administrators; use of trained tutors; and, a more educationally and economically integrated student-body. (Author/RJ)

ED 067 438 UD 012 950

Greenberger, Ellen Marini, Margaret Mooney

Black-White Differences in Psychosocial Maturity: A Further Analysis.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-136

Bureau No.—BR-6-1610

Pub Date Sep 72

Grant—OEG-2-7-061610-0207

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Factor Analysis, Job Satisfaction, \*Negro Students, \*Psychological Patterns, \*Racial Differences, \*Rating Scales, Response Style (Tests), \*Social Maturity, Student Attitudes, Work Attitudes

Identifiers—\*Psychosocial Maturity Scale

Following up on an earlier study which found that blacks and whites differed significantly on a 54-item development scale designed to measure effective individual functioning, or "maturity," this report considers whether the content of the Psychosocial Maturity Scale (PSM) is biased in favor of white children and if this bias invalidates the scale for blacks; and examines in detail both racial similarities and differences in maturity scale responses. Racial similarities and differences were explored via a factor analysis and analyses of individual items. The factor structure obtained for blacks was virtually the same as that obtained previously for a 95 percent white sample. At the item level, the greatest similarities occurred with

respect to attitudes toward educational innovations. Such items produced the smallest between-race differences, in general, at the two grade levels studied, 5th and 11th grades. The greatest differences emerged on items which reflected feelings of control over job choice, expectancies of job success and satisfaction, and feelings toward people who differ in status and beliefs—whites claiming more positive job attitudes and less anxiety about individual differences than blacks. Appended are questionnaire formats and tabulated test results emerging from the study. (Authors/RJ)

ED 067 439 UD 012 951

A Title III E.S.E.A. Project, Paterson Board of Education. *Research Bulletin*, Volume 1, Number 4, 1970-71.

Paterson Board of Education, N.J.

Pub Date [71]

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Curriculum Development, Diagnostic Teaching, \*Disadvantaged Youth, \*Early Childhood Education, Economically Disadvantaged, Educational Diagnosis, Federal Programs, Kindergarten, \*Nongraded Primary System, Primary Grades, \*Program Evaluation

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III, New Jersey

This research bulletin reports an evaluation study of the program of the Dale Avenue Early Childhood Education Center, funded under Title III of the 1965 Elementary Secondary Education Act. A pre- and post-test experimental and control design using standardized and locally developed instruments was used to evaluate the academic performance of the students in the study. Eight groups of subjects were compared: Dale Avenue experimental-kindergarten and first level; experimental performance objective record groups—kindergarten and first level; disadvantaged control groups—kindergarten and first grade; and, advantaged control groups—kindergarten and first grade. The standardized instruments used include the Peabody Picture Vocabulary Test, the Skill Assessment Tests I and II, and the Anne E. Boehm Test of Concept Formation. Locally developed instruments include the Identity and Body Parts Tests I and II, and the Performance Objectives Record. The latter is a unique device which lists specific skills to be mastered. It acts as the teacher's diagnostic pre-test and also as a post-test. The record goes along with each child to his next class. This helps the new teacher to ascertain what the child is able to do and to help him to continue at his own rate; thus, it enables her to use her own creative talents and to find the teaching method that best suits each child. (Author/JM)

ED 067 440 UD 012 952

Title III Project Annual Report, 1971-72: Dale Avenue Early Childhood Education Project. *Research Bulletin*, Volume 2, Number 4, 1971-72.

Paterson Board of Education, N.J.

Pub Date [72]

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Compensatory Education Programs, Curriculum Development, Diagnostic Teaching, \*Disadvantaged Youth, \*Early Childhood Education, Economically Disadvantaged, Educational Diagnosis, Kindergarten, \*Nongraded Primary System, Primary Grades, \*Program Evaluation

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III, New Jersey

The Dale Avenue Early Childhood Education Center, opened in September 1969 and funded under Title III of the 1965 Elementary Secondary Education Act, features a program set up for kindergarten through third grade but basically ungraded. Each child is allowed to move at his own pace within the range of his own abilities. Furthermore, the child's social, physical, cultural, and emotional development as well as his academic knowledge is fostered. A pre- and post-test experimental and control design using standardized and locally developed instruments was used to evaluate the academic performance of the students in the study. Eight groups of subjects were compared: Dale Avenue experimental-kindergarten and first level; experimental performance objective record groups—kindergarten

and first level; disadvantaged control groups—kindergarten and first grade; and advantaged control groups—kindergarten and first grade. Two tester-supplementary teachers and the Dale Avenue psychometrician administered each group the following tests: Peabody Picture Vocabulary Test, Skill Assessment Test, and Identity and Body Parts Checklist. In-service teacher training was instituted on two levels: formal workshops held by experts in education and informal meetings held with the teachers using the performance objective curriculum. [Reproduced from the best available copy.] (Author/JM)

ED 067 441 UD 012 957

HEW and Title VI: A Report on the Development of the Organization, Policies, and Compliance Procedures of the Department of Health, Education, and Welfare Under Title VI of the Civil Rights Act of 1964. *Clearinghouse Publication*, Number 22.

Commission on Civil Rights, Washington, D.C.

Pub Date 70

Note—80p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, Administrative Problems, \*Civil Rights, Educational Programs, \*Equal Protection, Federal Aid, Federal Government, \*Federal Programs, Health Programs, Law Enforcement, \*Program Evaluation, Welfare Agencies

Identifiers—\*Civil Rights Act of 1964 Title VI Programs, Department of Health Education and Welfare

This report on the efforts of the Department of Health, Education, and Welfare (HEW) to comply to Title VI of the 1964 Civil Rights Act is based primarily on Commission staff work undertaken during the Spring and Summer of 1968. Interviews were conducted with staff members in HEW's Office for Civil Rights in Washington, and in the Atlanta and Charlottesville Regional Offices; and guidelines, reports, memoranda, letters, and other written materials were analyzed in an effort to develop a comprehensive picture of the HEW Title VI compliance program. Of the more than 30 departments and agencies involved only a handful—and especially HEW—have sizable Title VI responsibilities as measured by the specific relationship of their programs to minority group members, and the amount of Federal financial assistance available for these programs. In common with these other Federal agencies, the Title VI program at HEW has been in flux for the past five years. There have been a number of changes in organization, in structure, in lines of authority, and in personnel within the Title VI program. In addition, the number and dollar volume of Title VI programs have grown significantly since 1964, thereby compounding the task of Title VI enforcement, but, at the same time, providing additional scope and leverage for achieving its objectives. (Author/JM)

ED 067 442 UD 013 002

Sears, Pauline S.

Effective Reinforcement for Achievement Behaviors in Disadvantaged Children: The First Year.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-30

Bureau No.—BR-5-0252

Pub Date Aug 72

Contract—OEC-6-10-078, Component 1G

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, Classroom Environment, \*Disadvantaged Youth, Economically Disadvantaged, Educational Strategies, Elementary School Students, Individualized Instruction, \*Individual Power, \*Reinforcement, \*Self Concept, Student Attitudes, Teacher Attitudes, Teacher Education

This report describes the results of the first year of a five-year study whose overall aims are twofold: (1) to discover classroom strategies that can improve students' achievement, their self concept, and their belief in their own ability to control the type of reinforcement they receive in school; and (2) to develop procedures for training teachers to employ these strategies. The

specific aims of the first year were to select instruments to assess the attitudes and classroom behavior of both children and teachers, and to ascertain the relationships, in a small sample of classrooms, between characteristic teacher behaviors and children's end-of-year achievement and attitudes. The sample was composed of six third-grade classes and their six teachers from a low-income, predominantly black district; measures were taken early in and at the end of the school year. Since the sample for the first year of the study was small, the results described here are considered to be tentative. Evidence from the first year suggests that an individualized style of teaching, as contrasted with group instruction, significantly increases students' verbal achievement; individualized teaching appears to be especially effective with those children with a relatively positive self concept to start with. The development of such a self concept and a belief in internal control of reinforcement appears to be more likely among children who are well regarded socially by teachers and peers. (Author) I30VT

ED 067 443 08 VT 015 082

Cunningham, J. W.

"Ergometrics": A Systematic Approach to Some Educational Problems.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Cen-Monog-7

Bureau No.—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—73p.

Available from—Center for Occupational Education, North Carolina State University at Raleigh, Raleigh, North Carolina 27606

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, Cluster Grouping, Concept Formation, Definitions, Educational Needs, \*Educational Problems, Educational Research, Grouping Procedures, \*Job Analysis, Measurement Techniques, Occupational Information, \*Psychometrics, Rating Scales, \*Systems Approach, Taxonomy, Vocational Development

Identifiers—Ergometrics

This monograph has four main objectives: (1) to define the field of ergonomics, (2) to identify some potential applications of ergonomics to problems in occupational or career education, (3) to review the relevant research literature, and (4) to suggest some conceptual approaches that might be used in conjunction with ergonomic procedures. Ergonomics, which is psychometrically based work analysis, stems from the need for a comprehensive taxonomy of human performance as related to occupational variables. Various studies of job attributes and commonalities are cited, and possible rating methods for human behavior, work activities, and skill requirements are discussed. Theories and research related to work motivation, learning capabilities, factor analysis, and occupational data could be utilized for systematically developing and applying ergonomics to career education. The conceptual scheme of occupational clustering was a major impetus for proposing this new systematic approach to educational problems. (AG)

ED 067 444 08 VT 015 606

Hull, William L. Wells, Randall L.

The Classification and Evaluation of Innovations in Vocational and Technical Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—R&D-Ser-71

Bureau No.—BR-7-0158

Pub Date Jul 72

Grant—OEG-3-7-000158-2037

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classification, \*Educational Innovation, \*Evaluation, \*Guidelines, Taxonomy, Technical Education, \*Vocational Education

This study identified features of innovations which help decision-makers compare and select

appropriate innovations for adoption, resulting in the development of guidelines for evaluating innovation characteristics. Following a comprehensive search of the literature for taxonomic dimensions of innovations, interviews were held with school superintendents and others in Ohio. In order to assess the characteristics gleaned from the literature search in the context of administrative needs. The Evaluation Guide was both pilot tested and field tested. Results of the study indicated the following items as most essential to administrators in evaluating innovations: (1) quantity of staff, (2) costs, (3) availability of dollars, (4) space (housing), (5) lead time, (6) source of dollars, (7) hardware, and (8) complexity of innovation. Items rated at least essential to teachers and administrators were: (1) rate of learning, (2) entry and advancement in an occupation, (3) new relationships among groups, (4) cyclical considerations, (5) economic and social efficiencies, (6) reliability, and (7) divisibility. Also, a taxonomy of innovations was not feasible at the present time, and innovations were difficult to define with few unique characteristics for vocational and technical education. (JS)

ED 067 445 VT 016 246

Mintz, Florence House, Elaine W., Ed.

An In-Depth Study of the Internship Concept as Part of the Doctoral Program in Vocational-Technical Education. The Development of the Internship: An Historical Perspective. Part II. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education; Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Grant—OEG-0-70-1962(725)

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, \*Concept Formation, Doctoral Programs, \*Educational Development, \*Internship Programs, Professional Training, \*Program Development, Technical Education, \*Vocational Education

Identifiers—Vocational Education Amendments of 1968

This monograph forms the second part of a project which intends to: (1) provide an historical background of the internship concept in education and other professions, (2) examine the internship as implemented in the 11 original institutions founded under the 1968 Amendments of the Vocational Education Act of 1963, and (3) conduct an in-depth evaluation of the internship at Rutgers, a state university in New Jersey. Since the introduction of the internship in medicine during the late 19th century, other professions have tailored the concept to fit immediate and future training needs. Guidelines for the internship vary with the profession or discipline; however, the principles established by Newell have been widely accepted. The internship is basically viewed as the most efficient and effective method of combining theory and practice while the student is developing competency, preparing to play a differing role, and aspiring to advance in a field of his choice. An annotated bibliography and a list of selected references are included. (AG)

ED 067 446 VT 016 289

Wilson, Noreen Esposito, James

The Development and Implementation of an Integrated Career-Centered Curriculum for Elementary Grades One Through Six. Final Report, Fiscal Year 1971-72.

Newport Independent School District, Ky.

Pub Date 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, \*Disadvantaged Youth, \*Elementary School Curriculum, Inservice Teacher Education, \*Integrated Curriculum, \*Relevance (Education), Student Centered Curriculum, Student Testing

Identifiers—\*Appalachia, Kentucky

The objectives described in this report were to develop and implement an elementary school curriculum to meet students' needs and an inservice training program to show the teachers how to teach career development to the students. The six elementary schools in the Newport Independent School District are in a high poverty area with all of the problems of the socially, economically, and

culturally disadvantaged. The academic-centered elementary curriculum in use was not relevant to the children's needs nor did it help them to relate to the world of work. To overcome these deficiencies, instructional units for each grade were written, media and materials purchased, field trips made, community resource persons consulted, and inservice workshops held. Achievement and intelligence pretests and posttests administered to the students showed a definite improvement in scores as a result of the new curriculum. The most significant gain was in the area of grades, a random sampling showing that 57 percent of students sampled improved at least one letter grade or more. Although parent involvement in the program was poor, school personnel and the community demonstrated a positive attitude toward career education. The growth of career awareness for elementary students is believed to be a way of alleviating the present high drop-out rate in the high schools. (MF)

ED 067 447 VT 016 329

Heath, Edwin Dale, Jr. And Others

Texas Laws of Arrest: A Comprehensive Manual for the Law Enforcement Officer. Criminal Justice Monograph Volume II, Number 5.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Spons Agency—Criminal Justice Council of Texas.

Pub Date 70

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Federal Legislation, \*Law Enforcement, \*Legal Problems, \*Legal Responsibility, \*Manuals, Police Action, Power Structure, Program Descriptions, \*State Laws, State Legislation, Vocational Education

The purpose of this study was to develop a manual on the Texas laws of arrest for use by state and local law enforcement officers. It is not intended to be a legal treatise, although pertinent statutes and court decisions are reviewed and suggestions made for legislative change. A brief history of the laws of arrest is presented, together with a review of the constitutional limitations on the power of the law enforcement officer. The study focuses on the following primary areas of concern: (1) definition, history and elements of arrest, (2) authority to make arrest, (3) constitutional limitations on the power to arrest, (4) arrest with warrant, (5) arrest without warrant, (6) ancillary arrest authority, (7) use of force, (8) immunity from arrest, (9) disposition procedures following arrest, and (10) problems relating to unlawful arrest. Existing "model" legislation is presented, including the Uniform Arrest Act and the Model State Statute on "Stop and Frisk." This document previously announced as ED 052 375. (Author/GEB)

ED 067 448 VT 016 378

Galloway, Lowell E. Ghazalah, Ismail A.

The Role of Vocational Education in Improving Skills and Earning Capacity in the State of Ohio: A Cost-Benefit Study.

Ohio Univ., Athens. Coll. of Business Administration.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Mar 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cost Effectiveness, Dropout Prevention, \*Program Costs, Program Effectiveness, Senior High Schools, \*Vocational Education

Identifiers—\*Ohio

The purpose of this study was to evaluate vocational education at the senior high school level in terms of both private and social costs and returns. Data on costs of vocational training and potential earnings with and without vocational training were used to estimate rates of returns on vocational education. Findings of the study indicate that all but one of the 14 vocational programs studied result in benefits-increase in earnings—that exceed costs. The study also indicated how worthwhile these various programs are from a private and social point of view. It points out and attempts to explain inter-program and inter-school differences in rates of return, and points to the existence of economies of scale in this provision of vocational education. (Author/JS)

## 112 Document Resumes

ED 067 449 VT 016 384

**Rehabilitation Therapy. Art Therapist—the Occupation. World of Work.**

Wisconsin State Employment Service, Milwaukee.

Occupational Analysis Field Center.

Report No—Ser-1140-2-71; WSES-3173

Pub Date 71

Note—42p.

Available from—Occupational Analysis Field Center, P.O. Box 2209, Madison, Wisconsin 53701

**Document Not Available from EDRS.**

Descriptors—\*Art Expression, \*Art Teachers, \*Bibliographies, \*Illustrations, \*Occupational Information, \*Occupational Therapists, \*Pamphlets, \*Rehabilitation, \*Resource Materials, \*Secondary Grades, \*Therapy, \*Vocational Development, \*Vocational Education

Identifiers—Art Therapist, Attitudes Appreciations, Career Awareness

This composite of occupational information about the job of art therapist describes the job functions in terms of rehabilitation for mental patients, the retarded, and criminals. Copies of art work created by the mentally ill are included. Background information about mental illness and the historical development of the job are presented. As an avocational outlet, a basis for psychoanalytical treatment, and an expression of the patients' feelings, art therapy is shown to be valuable. A bibliography and resource lists are included. This pamphlet was developed by a research analyst aided by art therapists and others. (AG)

ED 067 450 VT 016 389

Marland, S. P., Jr.

**The Need for Career Education.**

Pub Date Apr 72

Note—13p.; Presentation at Career Education Workshop (New York, April 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, \*Career Planning, \*Educational Needs, \*Educational Objectives, \*Educational Philosophy, \*Occupational Guidance, \*Speeches, \*Vocational Counseling, \*Vocational Development

For most of us, a lot of hard work and simple luck was involved in our career preparation and job placement. There should be a better way, a way that is planned and available to all. This career plan should be an integral part of the educational system, from career awareness for elementary grade youngsters to either marketable skills or preparation for advanced training for high school students. Career education must include vocational education because most of our youth must develop job skills while in school, whether or not they go beyond high school. There is a great need for redirecting guidance and counseling at all levels, because in order to choose a career one must first know how to make occupational decisions. Career education does not favor any group but is for each child and young adult and also for anyone of any age who wants to raise his potential. In the past many have not been prepared for the world of work during their school years; the need in terms of human resources and financial investment is greater than ever. Clearly, career education is an idea whose time has come. (MF)

ED 067 451 VT 016 431

**Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas. Final Report.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Grant—OEG-0-9-150524-4520(725)

Note—346p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Change Agents, \*Disadvantaged Groups, \*Federal Programs, \*Inner City, \*Inservice Programs, \*Institutes (Training Programs), \*Metropolitan Areas, \*Professional Personnel, \*Professional Training, \*Program Development, \*Program Evaluation, \*Questionnaires, \*Resource Materials, \*Technical Education, \*Vocational Education

This federal project to improve vocational education in the inner cities in the West, involving 10 inservice institutes with 720 vocational educa-

tors from 24 metropolitan areas, aims to formulate career education models which meet the training needs of disadvantaged youth and adults, to evaluate the applicability of vocational education techniques, and to develop positive attitudes in the "change agents." This final report presents descriptions and evaluations of ten separate institutes, which were implemented by a steering committee, coordination committee, research consortium, advisory council, and project consultants. Two evaluation forms were used both for pre- and post-testing of each institute and a third form at the close of the institute. Overall project evaluation included one questionnaire for the inservice participants and one for the directors of vocational education in 15 Western metropolitan areas. Data indicated a positive impact of the institutes upon local programs, both from the viewpoints of the participants and the city directors. The team approach was deemed beneficial for accomplishing project goals. The extensive appendixes give the evaluation instruments and lists of project participants. (AG)

ED 067 452 VT 016 443

Haggerson, Nelson L., Ed. Cohen, Naomi W., Ed.

**Attitudes of Arizona Educators Toward Sex Education.**

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Report No—Educ-Serv-Bull-37

Pub Date Apr 71

Note—56p.

Available from—Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona 85281 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Attitudes, \*Attitudes, \*Course Content, \*Curriculum Development, \*Sex Education, \*Teacher Attitudes

Identifiers—Arizona

To describe the attitudes of Arizona educators toward sex education, a questionnaire survey was made of all practicing teachers and administrators in the state's public school systems. Data were collected on topics such as subject content and who should teach sex education. Based on the findings of the survey, it is implied that the lack of unified support for particular forms of sex education may be instrumental in blocking implementation of workable programs. (JS)

ED 067 453 VT 016 449

**New Developments in Manpower Programs.**

Department of Labor, Washington, D.C.

Pub Date 71

Note—52p.; Reprint from the 1971 Manpower

Report of the President

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Trends, \*Equal Opportunities (Jobs), \*Federal Programs, \*Manpower Development, \*Manpower Needs, \*Manpower Utilization, \*Minority Groups, \*Program Descriptions, \*Program Improvement, \*Special Programs, \*Tables (Data), \*Vocational Development

This reprint of a chapter from the annual comprehensive Presidential report on the nation's manpower problems and federal programs discusses: (1) major legislative developments, (2) program evolution and innovation, (3) meeting the needs of special groups, (4) administering and delivering manpower services, (5) strengthening the unemployment insurance system, (6) programs for veterans and servicemen, and (7) equal employment opportunity. Revenue sharing, decentralization, welfare reform, and occupational health and safety constitute major areas of Presidential concern. Programs for the disadvantaged, the handicapped, and for minority groups are delineated focusing on job training and program improvements. Various tables present the data. (AG)

ED 067 454 VT 016 476

**An Exemplary Program in Occupational Education in Typical Kansas Rural, Rural-Urban and Urban School Settings. An Evaluation Report.**

Kansas State Advisory Council for Vocational Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Contract—OEC-0-70-5179

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, \*Career Education, \*Community Resources, \*Developmental Programs, \*Elementary Grades, \*Inservice Teacher Education, \*Integrated Curriculum, \*Program Descriptions, \*Program Evaluation, \*Rural School Systems, \*Rural Urban Differences, \*Secondary Grades, \*Tables (Data), \*Urban Schools, \*Vocational Development

Identifiers—\*Kansas

This second annual evaluation of three federally funded integrated model vocational education programs in the elementary and secondary grades presents program descriptions, evaluations, and recommendations separately for each comprehensive program. Selected as representative of rural, rural-urban, and urban settings in Kansas for use in similar school situations, the Clay Center, Lawrence, and Kansas City school systems carried out inservice teacher education and "real-life" student activities focusing on self awareness, occupational awareness, community resources, job clusters, and specific employment skills. Innovative techniques in this exemplary project included on-the-job training, field trips, resource speakers, audiovisual programs, and new curriculums in industrial arts and home economics. Background information for each community and school system is provided, dealing largely with socioeconomic factors. Quantitative, qualitative, and product evaluations are summarized, as well as staff perceptions of the programs. Tables present the data, gathered from school reports, staff and teacher interviews, class visits, and questionnaires. (AG)

ED 067 455 08 VT 016 478

Drewes, Donald W.

**Occupational Education in Areas of Social and Economic Transition: A Systems Approach.**

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Cen-Res-Monog-4

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Cognitive Tests, \*Education, \*Educational Theories, \*Hypothesis Testing, \*Individual Differences, \*Social Change, \*Statistical Analysis, \*Surveys, \*Systems Approach, \*Systems Concepts, \*Tables (Data), \*Validity, \*Vocational Education

To test the applicability of systems theory to educational problems, an explanatory construct of "openness" is presented, posited as the crucial variable in determining a system's relation to the environment and therefore the basic property of the individual person-system to be modified by the educational process. Written as a monograph by a professor, tentative construct validation for a Cognitive Openness Scale is provided to demonstrate the utility of generating hypotheses as implications from formal theory. A theoretical overview of the individual and his relations in a community presents a psychological view of man within the conceptual framework of a systems approach. Field tested by means of 240 interviews in a random area sampling, item analysis and analysis of internal consistency reliability were conducted for 65 belief statements in the Cognitive Openness Scale. A second sampling gathered 324 usable Cognitive Openness Scales in addition to Household Survey Schedules as a data base for their validation. Confirmation of the majority of hypotheses about the openness construct by factor and trend analysis substantiates the validity of the Cognitive Openness Scale as an operational measure of cognitive openness. Implications for education are drawn. Extensive resource materials, including maps, are included. (AG)

ED 067 456 VT 016 480

**Youth Opportunity Program. Final Report.**

Iowa State Dept. of Social Services, Des Moines.

Report No—SRS-DP-0420

Pub Date May 70

Note—17p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 209 092, MF \$0.95, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—Culturally Disadvantaged, \*Demonstration Projects, \*Disadvantaged Youth, \*Educationally Disadvantaged, \*Employment Opportunities, \*Seasonal Employment, \*Summer Pro-



grams, \*Work Experience, \*Youth Employment, Youth Programs

The objectives of this summer employment program for economically or educationally disadvantaged youth were to: (1) provide them with meaningful work experience, (2) encourage them to complete their education, and (3) provide them with an opportunity to earn and save money. Approximately 1,204 youth from families receiving Aid to Dependent Children participated in one of three projects, each providing counseling services and employment opportunities. Most of the job opportunities were of the public works nature involving the maintenance and minor repair of public buildings, facilities, and lands. A few of the jobs required and/or taught basic skills. Some accomplishments of the program were: (1) Young people helped other young people find summer jobs, (2) Problem youth received intensive counseling assistance, (3) Youth performed important services to the community, and (4) Youth developed work habits while learning to accept discipline and responsibility. The objectives and eligibility requirements for the three summer projects are discussed. (SB)

**ED 067 457** VT 016 521

**Major Programs, 1971. Bureau of Labor Statistics.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 71

Note—54p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Economic Change, Economic Factors, \*Federal Programs, \*Government Publications, \*Labor Economics, \*Labor Force, \*Program Descriptions, Tables (Data)

The scope of current major programs of the Bureau of Labor Statistics is presented in concentrated form. Selected characteristics of more than 50 programs, grouped into related subject-matter areas, are given in compact tabular format. The frequency with which data are made available, the principal publications in which they appear, and some of the chief uses of the data are shown. A brief narrative accompanies each of these subject-matter groupings: (1) manpower and employment, (2) prices and living conditions, (3) wages and industrial relations, (4) productivity and technology, (5) occupational safety and health, (6) foreign labor conditions, (7) economic growth, and (8) economic studies. State and area data available from these major programs are included, as well as an index. (AG)

**ED 067 458** VT 016 525

Schrag, Clarence

**Crime and Justice: American Style.**

Spons Agency—National Inst. of Mental Health, Rockville, Md. Center for Studies of Crime and Delinquency.

Report No.—HSM-72-9052

Pub Date 71

Note—272p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00, HE 20.2420/2:C86, S/N 1724-0142)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Behavior Theories, Bibliographies, \*Change Agents, \*Corrective Institutions, Court Litigation, \*Crime, Criminology, Law Enforcement, Prevention, Problem Solving, Sanctions, \*Socially Deviant Behavior, \*Social Systems, Socioeconomic Influences, Tables (Data)

To determine the state of the system of justice, identify its major problems, and assess some of its more promising developments, this comprehensive report presents the results of a literature search on crime and justice in American society. Compiled by a university professor, this monograph is one of a series intended to encourage the exchange of views on current issues and directions in the area of crime and delinquency, promote in-depth analyses, and develop pertinent insights and recommendations. Empirical evidence suggests that crime control is better served by informal sanctions than by the formal procedures of arrest, conviction, and punishment. Sociological and criminological theories of deviant behavior are detailed. Law enforcement procedures and correctional institutions are discussed, focusing on the roles of the police, the courts, and the community. Innovative training

for the change agents involved in crime control and the planning and implementation of improved correctional systems are two major recommendations of this research study. A wide range of tables present the data, and extensive bibliographies are included. (AG)

**ED 067 459** VT 016 543

Miller, Texton R. Strickland, Cecil L.

**Teacher Attitudes and Teacher Adoption of Concepts and Practices in Programs for the Disadvantaged.**

North Carolina State Univ., Raleigh. School of Education.

Report No.—Occup-Educ-Res-Ser-2

Pub Date 72

Note—61p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior Change, \*Changing Attitudes, \*Disadvantaged Youth, Followup Studies, Program Development, \*Teacher Attitudes, Teacher Education, \*Teaching Methods, \*Vocational Education

This study on teacher attitudes and practices is a followup of 85 teachers who one year earlier had attended an institute on the disadvantaged. Two objectives of the questionnaire survey were: (1) to determine whether there was a difference between teachers' attitudes and their perception of their administrators' viewpoints and (2) to determine the extent to which teachers adopted a group of selected practices in a program for the disadvantaged. Included in the findings are: (1) There was a small difference between teachers' attitudes and perceptions of their principals' attitudes toward selected concepts related to school programs for disadvantaged pupils, (2) More than three-fourths of the teachers reported that they had reached at least stage IV—anticipated trial—in adoption of the list of 36 teaching practices, (3) Few of the teachers showed interest in using personality tests to help identify their students, and (4) Slightly negative correlations were found between total scores of teachers regarding practices and years of teaching the disadvantaged, size of school, and type of school. A major conclusion is that teachers credited themselves and their principals with positive attitudes toward selected concepts related to improved school programs for disadvantaged students. (JS)

**ED 067 460** VT 016 544

**A Status Study of Occupational Education in North Carolina, 1971-1972. Final Report.**

North Carolina State Univ., Raleigh. School of Education.

Spons Agency—North Carolina State Advisory Council on Vocational Education, Raleigh.

Report No.—Occup-Educ-Res-Ser-1

Pub Date 72

Note—162p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Community Colleges, Post Secondary Education, \*Program Evaluation, Program Improvement, \*Secondary Education, \*State Surveys, Student Enrollment, \*Vocational Education

Identifiers—North Carolina

To evaluate and assess vocational education programs in the various institutions of North Carolina, data were collected regarding program and administrator characteristics. With emphasis on high schools and community college programs, the survey led to several conclusions which include: (1) The position of Director of Occupational Education is a widely established position at the administrative level, but the concept of advisory committees for occupational education seems difficult to implement, (2) Superintendents are professionally qualified on the basis of degree and administrative experience but many (43 percent) have had no occupational work experience other than in schools, (3) Inadequate implementation of citizens' advisory committees prevails at the local school level, (4) Supply and equipment are two items of considerable concern to teachers, (5) High school occupational education has an enviable record of student holding power, with less than 10 percent of students as dropouts, and (6) It appears that the majority of community college students were beginning their vocational programs at the community college level, rather than continuing a career begun in high school. (JS)

**ED 067 461**

VT 016 545

Yoon, Ken M.

**Occupational Information and Guidance Service Center. Final Report.**

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Grant—OEG-0-70-4787(361)

Note—65p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Problems, \*Career Education, \*Developmental Programs, Disadvantaged Youth, \*Occupational Guidance, Program Evaluation, Resource Materials, \*State Programs, \*Vocational Development

Identifiers—Vocational Education Amendments of 1968

As a federally funded year-long exemplary project, Hawaii's first Occupational Information and Guidance Service Center aimed to effect a closer relationship among schools, industry, and government in order to increase vocational awareness in students. Resource materials for school counselors and agencies involved in youth employment were developed, occupational guidance workshops and conferences were conducted, occupational information materials were disseminated, and program budgeting and evaluation was carried out. Initially, two intensive job training classes in food services were conducted for disadvantaged students in the Model Neighborhood Areas. Although a need exists for career education on a statewide basis in Hawaii, program problems and deficiencies caused the State Director of Vocational Education to recommend termination of the program at the end of the fiscal year. Resource materials, a bibliography, and a program evaluation are included. (AG)

**ED 067 462** VT 016 551

**Suggested Utilization of Resources and Guide for Expenditures. Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968.**

Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—40p.; Revision

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classification, \*Disadvantaged Groups, \*Expenditures, Federal Laws, \*Guidelines, \*Handicapped, Human Services, Identification, Program Development, Resource Allocations, Vocational Development, Vocational Education

Identifiers—\*Vocational Education Amendments of 1968

To serve as a basis for establishing compatibility among the states in planning, implementing, and evaluating programs and services for persons with special needs and in reporting enrollments and other pertinent information, this pamphlet provides specific requirements of the Vocational Education Amendments of 1968, and classification systems for identifying the disadvantaged and handicapped. These guidelines will prove useful for teachers and other educators in helping these groups to pursue careers successfully. A bibliography and six sample tabular forms for reporting statistical data are included. This working document is a revised edition of a 1970 pamphlet of the same title. (AG)

**ED 067 463** VT 016 552

**State Research Coordinating Unit Activities for the Period January 1, 1971-June 30, 1971. Semiannual Report.**

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—71p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Coordination, Educational Research, \*Research Coordinating Units, \*Research Projects, \*State Programs, \*Vocational Education

Identifiers—Semiannual Reports

This report summarizes research activities of the State Research Coordinating Units conducted under Section 131(b) of the Vocational Education Amendments of 1968 during the second half of fiscal year 1971 and includes a final analysis of the entire fiscal year. The purpose of the report is

to facilitate exchange of information and reduce duplication of effort among the states by providing awareness of the research and development activities by other states. This is the third in a series of compilations of State Quarterly Research Activity Reports. The first two reports are available as ED 052 381 and ED 053 293. (Author/MF)

ED 067 464 VT 016 554

**Accreditation of Health Educational Programs.**

Part I: Staff Working Papers.

Study of Accreditation of Selected Health Educational Programs, Washington, D. C.

Spons Agency—American Medical Association, Chicago, Ill. Council on Medical Education; Association of Schools of Allied Health Professions, Washington, D. C.; National Commission on Accrediting, Washington, D. C.

Pub Date Oct 71

Note—128p.

Available from—Study of Accreditation of Selected Health Educational Programs, One Dupont Circle, N.W., Suite 300, Washington, D.C. 20036 (\$1.00 - limited supply)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Accreditation (Institutions), Educational Accountability, Educational Finance, \*Educational Programs, Educational Research, \*Health Occupations Education, Post Secondary Education

This publication contains the first set of working papers concerned with structure, financing, research, and expansion as they relate to the accreditation of health education programs conducted by professional agencies. Texts of these papers are included: (1) "Historical Introduction to Accreditation of Health Educational Programs" by W.K. Selden, (2) "Structure of Accreditation of Health Educational Programs" by J.W. Miller, (3) "Financing the Accreditation of Health Educational Programs" by K.L. Grimm, (4) "Research in Accreditation of Health Educational Programs" by W.K. Selden, (5) "Expansion in Accreditation of Health Educational Programs" by W.K. Selden, and (6) "Accreditation of Postsecondary Education: Problems in Organization" by H. Seidman. A second set of papers is available as VT 016 555 in this issue. (SB)

ED 067 465 VT 016 555

**Accreditation of Health Educational Programs.**

Part II: Staff Working Papers.

Study of Accreditation of Selected Health Educational Programs, Washington, D. C.

Spons Agency—American Medical Association, Chicago, Ill. Council on Medical Education; Association of Schools of Allied Health Professions, Washington, D. C.; National Commission on Accrediting, Washington, D. C.

Pub Date Feb 72

Note—122p.

Available from—National Commission on Accrediting, One Dupont Circle, N.W., Suite 300, Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Accreditation (Institutions), Educational Accountability, \*Educational Programs, \*Health Occupations Education, \*Paramedical Occupations, State Licensing Boards, State Standards

This publication contains a second set of working papers concerned with procedures of the accrediting agencies in the health fields, the accountability and social responsibility of accreditation, and the relationship of accreditation to certification, licensure, and registration. Texts of these papers are included: (1) "Dilemmas of Accreditation of Health Educational Programs" by W.K. Selden, (2) "An Approach to Accreditation of Allied Health Education" by J.W. Miller, (3) "The Relationship of Accreditation to Voluntary Certification and State Licensure" by K.L. Grimm, and (4) "The Law's View of Professional Power: Courts and the Health Professional Associations" by W.A. Kaplin. The first set of papers is available as VT 016 554 in this issue. (SB)

ED 067 466 VT 016 577

Parsons, George E.

An Application of John Holland's Vocational Theory to an Empirical Study of Occupational Mobility of Men Age 45-59.

Pub Date 71

Note—175p.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-4604, MF \$4.00, See catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—\*Career Change, Doctoral Theses, \*Individual Differences, \*Job Satisfaction, Job Tenure, Males, Middle Aged, \*Occupational Mobility, \*Personality Theories, Sampling, Socioeconomic Influences, Work Life Expectancy  
Identifiers—\*Hollands Theory of Vocational Choice

This study was designed to investigate the occupational movement and reasons for movement of men aged 45 to 59 between their first and current jobs, and more precisely to examine: (1) change and stability of various occupational personality types, (2) the effect of selected variables on change and stability of personality types, and (3) the relationship between job satisfaction and worker attachment to an occupational personality type by use of John Holland's theory of career selection. The data used were collected by the Bureau of the Census for The Center for Human Resource Research at The Ohio State University in 1966 as part of the National Longitudinal Surveys. A multi-stage probability sampling technique was used. Major findings indicated that Realistic types were the most stable personality types and that occupationally mobile individuals were different from occupationally stable individuals, blacks from whites vocationally, and Realistic types from the other five personality types. The most significant implication of this study for career development research was that it indicated the relevance of Holland's theory of vocational selection to older men now in the labor force and to the study of occupational mobility. (Author/MF)

ED 067 467 VT 016 578

Terry, David R. And Others

Competencies for Teachers; Vocational Education Shows the Way.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield; National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Jun 72

Note—220p.

Available from—Bureau of Education Building, 288 Education Building, Urbana, Illinois 61801

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Ability Identification, Career Education, Concept Formation, \*Conference Reports, Educational Needs, Educational Philosophy, \*Performance Criteria, \*Professional Training, Questionnaires, Teacher Certification, Teacher Education, \*Teacher Education, Vocational Development, \*Vocational Education

This report, which grew out of the second Illinois Vocational Teachers Competencies Conference, presents the findings of the first two conferences for teacher educators and administrators in vocational education and is intended to serve as a means of motivating continued development of a philosophy toward (1) competency-based teacher education programs, (2) curriculum development based on the current needs of vocational teachers, and (3) policy and legislation regarding teacher education and credentialing. Despite problems in defining teaching competencies and agreeing on appropriate levels of competency for different teaching roles, teacher education curricula must provide the teacher with basic competencies both for current and future educational needs. Vocational educators also have difficulty in determining the relative importance of the potential competencies. Performance criteria in teacher certification and teacher education stress accountability, yet do not constitute a sufficient basis for achieving role expectations and teaching skills. Sixty usable survey instruments returned by conference participants ranked competencies and where to obtain them. Results of the questionnaire are given in the extensive appendixes, which include eight speeches and summary reports from the conference. (AG)

ED 067 468 VT 016 579

Hatch, Thomas D.

Allied Health Manpower: Education and Training for New Demands.

Pub Date 72

Note—32p.; Presentation at the National Manpower Advisory Committee of the U.S. Department of Labor (June 16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Credentials, Disadvantaged Groups, Economic Factors, Educational Needs, Employment Problems, \*Health Occupations Education, \*Health Personnel, \*Job Training, \*Manpower Development, \*Manpower Needs, Manpower Utilization, Speeches, Training Objectives, Vocational Development

This speech, given by the director of the Federal Bureau of Health Manpower Education, reviews current major problems in education and training for the allied health manpower professions, possible solutions, and implications of these developments for training programs in these areas. Background information precedes a discussion of six specific health manpower objectives, focusing on: (1) manpower supply, (2) work force quality, (3) educational efficiency, (4) opportunities for career advancement, (5) medical care costs, and (6) manpower distribution. The role of the disadvantaged in health occupations training programs is discussed. (AG)

ED 067 469 VT 016 580

Benson, Arland

A Resource Guide for Career Development in the Junior High School.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW), Washington, D. C.

Report No.—R-33-A-25

Pub Date 72

Note—222p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, \*Career Education, Community Resources, \*Developmental Programs, Humanities, \*Junior High School Students, Learning Activities, Occupational Guidance, Program Descriptions, Program Evaluation, \*Resource Guides, Student Evaluation, \*Vocational Development, Worksheets

Identifiers—Career Awareness, Decisions, Elementary and Secondary Education Act Title III, ESEA Title III, Self Awareness

This resource guide for a developmental junior high career education program contains general and specific behavioral objectives, a program description, and a wide range of resource materials, including student and teacher worksheets and evaluation forms. Developed by a junior high counselor and funded by the Elementary Secondary Education Act, Title III, Guidance and Counseling, the unit is three-hole punched for insertion in a ring binder. Learning activities, specific subject area and grade level, and resource lists are presented in a 3-column chart format. An annotated list of films is included. Simulation games and other group activities are provided. (AG)

ED 067 470 VT 016 582

Somers, Gerald G., Ed.

Proceedings of the Annual Winter Meeting (24th, New Orleans, Louisiana, December 27-28, 1971).

Industrial Relations Research Association, Madison, Wisc.

Pub Date 72

Note—437p.

Available from—Industrial Relations Research Association, 7114 Social Science Building, University of Wisconsin, Madison, Wis. 53706 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, \*Construction Industry, \*Economic Research, Employment, Foreign Countries, Income, \*Industrial Relations, \*Labor Economics, Labor Supply, Labor Unions, Minority Groups, Negro Employment, Personnel Management, Unemployment, \*Wages

Seventy participants representing diverse groups such as management, union members, government workers, and college teachers attended a 2-day conference covering the full range of industrial relations problems. For those attending the conference, sessions were held which dealt with problems in the construction industry, issues in incomes policy, the relationship of education to labor supply, public service employment and workman's compensation. A general session

on problems in labor economics included discussion of the effects of minimum wages, the depth of unemployment, and the mobility of labor. Still other sessions were devoted to the field of organizational behavior and personnel management, union-minority relationship, black employment, and lower-middle income workers. This proceedings report includes the text of 35 presentations and summaries of discussions. (JS)

**ED 067 471** VT 016 583  
**Coordinated California Corrections: Field Services—Probation and Parole. Correctional System Study. Final Report.**  
 California State Human Relations Agency, Sacramento. Board of Corrections; National Council on Crime and Delinquency, New York, N. Y.  
 Pub Date Jul 71  
 Note—275p.

**EDRS Price MF-\$0.65 HC-\$9.87**  
 Descriptors—Community Programs, Community Resources, \*Correctional Rehabilitation, Corrective Institutions, \*Human Services, \*Institutionalized (Persons), Models, \*Probationary Period, State Action  
 Identifiers—\*California, Parole

Correctional services can best be provided through local, community-based programs. The construction and operation of adequate field supervision services must be emphasized in California, corresponding to a de-emphasis of institutionalization. Task force reports on probation and parole are presented separately, giving extensive general and specific recommendations for program improvements in these areas, articulating goals and principles for program models, and discussing current issues and the use of community resources. Background information and research methodology are included, and charts present the data. A related report is available as VT 016 610 in this issue. (AG)

**ED 067 472** VT 016 584  
**Consumer Product Safety Bills.**  
 American Enterprise Inst. for Public Policy Research, Washington, D.C.  
 Report No.—Legislative Analysis-18  
 Pub Date 20 Mar 72  
 Note—47p.

Available from—American Enterprise Institute for Public Policy Research, 1150-17th Street, N.W., Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**  
 Descriptors—\*Consumer Economics, \*Federal Legislation, Government Role, \*Merchandise Information, \*Safety, \*Standards

This legislative analysis of the actions of the 92nd Congress concerning consumer product safety bills, current as of March 20, 1972, presents briefly the background of Congressional investigations in this area. Describing in detail four major bills which focus on the establishment of an independent government agency regulating consumer products and the setting of minimum safety standards for a wide variety of consumer products, this booklet discusses the chief differences among these bills as well as the viewpoints of both proponents and opponents to new governmental legislation dealing with product safety. (AG)

**ED 067 473** VT 016 588  
**Franklin, David S.**  
**A Longitudinal Study of WIN Dropouts: Program and Policy Implications. Final Report.**  
 University of Southern California, Los Angeles. Regional Research Inst. in Social Welfare.  
 Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.  
 Pub Date Apr 72  
 Note—210p.

Available from—Regional Research Institute in Social Welfare, School of Social Work, University of Southern California, University Park, Los Angeles, California 90007

**EDRS Price MF-\$0.65 HC-\$9.87**  
 Descriptors—Dropout Characteristics, \*Dropouts, Family Characteristics, Job Training, \*Longitudinal Studies, \*Manpower Development, Participant Characteristics, \*Program Evaluation, Welfare

Identifiers—WIN, \*Work Incentive Program  
 California established its Work Incentive (WIN) Program to help enrollees earn an income sufficient to free them and their families from dependency on welfare. In evaluating the effective-

ness of the program, this study sought to determine why enrollees terminate prematurely from their program and discontinue their employability plans. The study also analyzes personal attributes and history of the enrollee as they bear upon his decision-making process. Based on three interviews with each of the 360 active WIN participants, findings of the study include: (1) Initially 61 percent of the enrollees stated they had a job goal, (2) Proportionately, the males and the marrieds were absent from the program twice as often as the females and the not marrieds, (3) A direct linear relationship exists between the enrollee's clear understanding of his objective and job goal and his retention in the program, and (4) At the time of the third interview, questions about the clarity of job goal, satisfaction with it, and how it compared with prior jobs failed to distinguish dropouts from those who remained. Also included in this report are recommendations and related discussions. (JS)

**ED 067 474** VT 016 589  
**An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education.**  
 Grayson County Coll., Sherman/Denison, Tex. Spons Agency—Texas Education Agency, Austin.  
 Pub Date 72  
 Note—417p.

**EDRS Price MF-\$0.65 HC-\$16.45**  
 Descriptors—\*Career Education, Charts, Classification, \*Cluster Grouping, County Programs, Human Services, \*Occupational Clusters, \*Occupational Information, Producer Services, \*Vocational Counseling

Identifiers—Dictionary of Occupational Titles, Office of Education

To fill a need for defining and describing 15 occupational clusters identified by the U.S. Office of Education for a comprehensive career education program in a Texas county, this federally funded analysis presents separately for each of the 15 clusters a rationale, methodology, subgroupings into job families and occupational listings, and a chart of occupational areas. Developed by 15 consultants, these job classifications will prove helpful for vocational counseling purposes. Job identification numbers from the government publication, "Dictionary of Occupational Titles," are included with the occupational information. (AG)

**ED 067 475** VT 016 590  
**Marland, S. P., Jr.**  
**Career Education and Community College Leadership.**  
 Pub Date Apr 72

Note—15p.; Presentation at the installation of the president of Quinebaug Valley Community College (Woodstock, Conn., April 8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**  
 Descriptors—Adult Education, \*Career Education, \*Community Colleges, \*Educational Objectives, \*Leadership, \*School Community Relationship, Speeches, Teacher Recruitment

Because the community college is young, unencumbered by years of tradition, and clearly on the front line of educational reform, it has a unique opportunity to assume a leadership role in a number of ways. First, the 2-year institutions should initiate a more intensive dialogue with senior colleges and universities with regard to the transfer of academic and career-related credits. Second, community colleges should encourage senior institutions to take a page from their book in recruiting professional staff who have had work experiences. Third, both junior and senior colleges need to work more closely with high schools, particularly with their guidance counselors, to steer students into pre-college courses that mesh more systematically with their own post-secondary offerings in the academic and career fields students expect to enter. Fourth, both two- and four-year colleges should reach out to the community with continuing education programs that serve the total population. (JS)

**ED 067 476** VT 016 591  
**Equal Employment Opportunity Under Federal Law: A Guide to Federal Law Prohibiting Discrimination on Account of Race, Religion, Sex, or National Origin in Private and Public Employment.**

Commission on Civil Rights, Washington, D.C.  
 Report No.—Pub-17  
 Pub Date 71  
 Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (CR 1.10:17/2, \$.25)

**EDRS Price MF-\$0.65 HC-\$3.29**  
 Descriptors—Employment Problems, \*Equal Opportunities (Jobs), Equal Protection, \*Federal Laws, \*Government Role, Minority Role, \*Pamphlets, Social Action, \*Social Discrimination

Published for the guidance of employers, employees, and others interested in equal employment opportunity, this pamphlet explains the federal laws relating to nondiscrimination in private and public employment. Procedures for filing a complaint of employment discrimination are included, and pertinent government legislation is detailed. Affirmative steps toward equal employment opportunity are delineated. (AG)

**ED 067 477** VT 016 592  
**Ray, Willis E.**  
**Structuring the Knowledge of Man's Practices.**  
 Pub Date Feb 66

Note—31p.; Presented at the American Educational Research Association (Chicago, Ill., February 17-19, 1966)

**EDRS Price MF-\$0.65 HC-\$3.29**  
 Descriptors—\*Career Education, \*Cluster Grouping, Conceptual Schemes, \*Curriculum Design, Curriculum Development, \*Educational Philosophy, \*Models, Program Content, Speeches

Man's knowledge may be conceptualized and ordered into four domains or classes—formal knowledge, descriptive knowledge, prescriptive knowledge, and praxiological knowledge. In today's rapidly changing world of work, the key saleable skills are flexibility and adaptability. A secondary school program based entirely on the formal, descriptive, and prescriptive disciplines will not provide the necessary knowledges and skills for entry into the labor market. On the other hand, a school program geared to isolated occupational practices which may be obsolete within a few years will not meet the demand. A school program which provides a study of the fundamental principles of practice (praxiology) together with selected practice and a hard theoretical base may meet the challenge of the future. Attempts must be made to determine the basic and significant knowledge of man's practices, and this knowledge must be structured to permit effective and efficient transmissions to pupils at the school level. (JS)

**ED 067 478** VT 016 593  
**Expenditure and Employment Data for the Criminal Justice System, 1969-70.**  
 Bureau of the Census (DOC), Suitland, Md.; National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.  
 Report No.—SD-EE-2  
 Pub Date Feb 72  
 Note—92p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 2700-0147, \$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**  
 Descriptors—Correctional Rehabilitation, Court Litigation, Crime, Due Process, \*Employment Patterns, \*Expenditures, \*Government (Administrative Body), Government Role, Legal Costs, Local Government, National Surveys, \*Police Costs, \*Social Systems, Tables (Data)

Identifiers—\*Criminal Justice  
 Specific data relating to public expenditure and employment for the criminal justice system in the United States are presented in tabular form in this annual survey report. Comprehensive data are supplied in 29 tables for the Federal Government, each of the 50 state governments, city, county, and other local subdivisions of government. Data are shown for the 15 largest standard metropolitan statistical areas. Developed from state estimates of expenditure and employment and a stratified random sample of 6,226 local governments, the report used responses to a special mail canvass questionnaire and field compilation. Major categories of activity covered in the tables are: (1) Police Protection, (2) Judicial, (3) Prosecution, (4) Indigent Defense, and (5) Correctional. Local governments continue to spend more than the Federal and state governments combined for all criminal justice activities. (AG)



# 116 Document Resumes

**ED 067 479** VT 016 597  
Byram, Harold M., Comp. Robertson, Marvin, Comp.

**Locally Directed Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-8-070968-2829

Note—107p.; Third Edition

Available from—Interstate Printers and Publishers, Inc., Danville, Illinois 61832

**Document Not Available from EDRS.**

Descriptors—Community Involvement, Evaluation Criteria, Evaluation Techniques, Followup Studies, Program Administration, \*Program Evaluation, Program Planning, \*Public School Systems, \*School Districts, School Involvement, \*Systems Approach, \*Vocational Education

This manual presents the major steps in organizing, planning, and directing an evaluation of local vocational education programs using a systematic approach. The principles and practices outlined are largely based on the experiences of 33 schools in five states cooperating in demonstrations and try-outs of a system from 1963 to 1970. While most of these schools were medium-sized and smaller, ranging in K-12 enrollment from under 1,000 to 33,000, it is believed that the techniques set forth in the manual could also be used in metropolitan centers and in vocational schools and community colleges. Sections of the manual cover organizing and conducting an evaluation, utilizing resource people, studying the local program, conducting follow-up, identifying program needs, reporting information, and evaluation and program planning. The advantage of a locally directed evaluation is that the persons involved are those responsible for improvement of the program, those who must implement recommendations. (MF)

**ED 067 480** VT 016 610  
**Coordinated California Corrections: The System. Correctional System Study. Final Report.**

California State Human Relations Agency, Sacramento. Board of Corrections.

Pub Date Jul 71

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Programs, \*Correctional Rehabilitation, Corrective Institutions, Decentralization, \*Models, \*Program Coordination, Rehabilitation Programs, \*State Action, \*Systems Development

Identifiers—\*California

This comprehensive 1-year study of California's correctional system by a system task force was intended to: (1) describe the current correctional system in California from adjudication or sentence to dismissal, (2) develop the most efficient and effective, yet reasonably attainable, model for this system, and (3) prescribe and evaluate alternate routes from the current system to the model, including recommendations for legislative and organizational change. A series of 32 specific recommendations are detailed, covering: (1) a study of the intake process, (2) the correctional system in general, (3) new state and local partnerships, (4) a new subsidy program, (5) the establishment of a State Department of Correctional Services, (6) administrative style, and (7) local and state criminal justice commissions. Decentralized community-based correctional programs are recommended. A presentation of the overall methodology and background for this study precedes an articulation of the goals, principles, and strategies both of the study and of the proposed correctional system. A variety of tables and charts present the data. Topical summaries are included. A related report is available as VT 016 583 in this issue. (AG)

**ED 067 481** VT 016 611

**Coordinated California Corrections: Institutions. Correctional System Study. Final Report.**

California State Human Relations Agency, Sacramento. Board of Corrections.

Pub Date Jul 71

Note—322p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Community Role, Community Services, \*Correctional Rehabilitation, \*Corrective Institutions, Delinquent Rehabilitation, Goal Orientation, \*Institutionalized (Persons),

Models, Program Development, \*Program Evaluation, Research Methodology, Social Systems, State Surveys, \*Statewide Planning, Statistical Data, Vocational Development

Identifiers—\*California

This series of comprehensive task force reports on jails, prisons, and juvenile institutions presents overviews of corrective institutions in California, models, survey findings about the current systems, and a wide range of general and specific recommendations. Various tables and charts illustrate the data, which were collected by a review of the literature, site visits, interviews, and questionnaires. Improvement of correctional facilities should include closure of some institutions and extension of community services at the local level. Community interaction with the institutionalized persons is stressed, as well as the significance of orientation towards statewide goals and their achievement for corrective institutions. Objectives of the study and research methodology are discussed. Evaluation of rehabilitative programs and their administration is included. (AG)

**ED 067 482** VT 016 622

**Kakalik, James S. Wildhorn, Sorrel**

**Private Police in the United States: Findings and Recommendations.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Report No—R-869-DOJ-Vol-I

Pub Date Dec 71

Note—126p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$4.00)

**Document Not Available from EDRS.**

Descriptors—Goal Orientation, Industrial Education, Industrial Personnel, \*Occupational Information, \*Police, \*Police Community Relationship, Policy Formation, \*Private Agencies, Problem Solving, Producer Services, \*Surveys

Identifiers—Private Police

This report is the first in a series of five describing a 16-month study of the nature and extent of the private police industry in the United States, its problems, its present regulation, and how the law impinges on it. Intended for use by the private police industry and by the governmental agencies that regulate it, as well as by the general public, the study evaluates the benefits, costs, and risks to society of current private security and develops preliminary policy and statutory guidelines for improving future operations and regulation. This comprehensive summary draws on information contained in the other reports to develop the overall findings and recommendations of the study and estimates the trends in resource allocation to public and private security. Data are presented in four tables. Documents in the series are announced in this issue as VT 016 623-VT 016 626. (AG)

**ED 067 483** VT 016 623

**Kakalik, James S. Wildhorn, Sorrel**

**The Private Police Industry: Its Nature and Extent.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Report No—R-870-DOJ-Vol-II

Pub Date Dec 71

Note—318p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

**Document Not Available from EDRS.**

Descriptors—Industrial Education, \*Industrial Personnel, \*Occupational Information, \*Police, Police Community Relationship, Policy Formation, \*Private Agencies, Producer Services, \*Surveys

Identifiers—Private Police

This report is the second in a series of five describing a 16-month study of the nature and extent of the private police industry in the United States, its problems, its present regulation, and how the law impinges on it. In this report, the nature, size, growth, and operation of the industry and its personnel are described, including the results of a survey of private security employees. Documents in the series are announced in this issue as VT 016 622-VT 016 626. (AG)

**ED 067 484** VT 016 624

**Kakalik, James S. Wildhorn, Sorrel**

**Current Regulation of Private Police: Regulatory Agency Experience and Views.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Report No—R-871-DOJ-Vol-III

Pub Date 71

Note—244p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

**Document Not Available from EDRS.**

Descriptors—\*Agency Role, Certification, Federal Legislation, Guidelines, Occupational Information, \*Police, Police Community Relationship, \*Private Agencies, \*Producer Services, State Legislation, State Licensing Boards, Tables (Data)

Identifiers—Private Police

This report is the third in a series of five describing a 16-month study of the nature and extent of the private police industry in the United States, its problems, present regulation, and the laws impinging on it. Licensing and regulation of the industry in every state and several cities are described in this volume. Extensive tables present the data on regulatory agency experience, complaints, disciplinary actions taken, and the views of 42 agencies on needed changes in regulation. Documents in this series are announced as VT 016 622-VT 016 626 in this issue. (AG)

**ED 067 485** VT 016 625

**Kakalik, James S. Wildhorn, Sorrel**

**The Law and Private Police.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Report No—R-872-DOJ-Vol-IV

Pub Date 71

Note—210p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

**Document Not Available from EDRS.**

Descriptors—Industrial Education, Investigations, Law Enforcement, \*Legal Problems, Legal Responsibility, \*Occupational Information, \*Police, \*Police Community Relationship, \*Private Agencies, Producer Services

Identifiers—Private Police

This report is one of a series of five describing a 16-month study of the nature and extent of the private police industry in the United States, its problems, its present regulation, and how the law impinges on it. A general discussion of the sources of legal limitations upon private police activities and personnel and sources of legal powers is included, in addition to an examination of specific legal problems raised by these activities and by the relationships between the users and providers of private security services. The legal doctrines governing particular security activities are evaluated and recommendations for improvement are presented. Documents in the series are announced in this issue as VT 016 622-VT 016 626. (AG)

**ED 067 486** VT 016 626

**Kakalik, James S. Wildhorn, Sorrel**

**Special-Purpose Public Police.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Report No—R-873-DOJ-Vol-V

Pub Date Dec 71

Note—78p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

**Document Not Available from EDRS.**

Descriptors—Industrial Education, \*Industrial Personnel, \*Occupational Information, \*Police, \*Police Community Relationship, \*Police School Relationship, Policy Formation, Producer Services, Resource Materials

Identifiers—Special Purpose Police

This report is the last in a series of five describing a 16-month study of the nature and extent of the police industry in the United States, its problems, its present regulation, and how the law impinges on it. In this volume, certain types of public forces not having general law-enforcement responsibilities are described, including reserve

police, special-purpose federal forces, special local law enforcement agencies, and campus police. These data provide a useful context for analyzing the role of private police. Federal guideline specifications for contract guarding services are included in the appendix. Documents in the series are announced in this issue as VT 016 622-VT 016 625. (AG)

**ED 067 487** VT 016 637

**Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators.**

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.; Northern Illinois Univ., De Kalb.

Pub Date Apr 72  
Note—108p.

Available from—ABLE Model Program, Northern Illinois University, DeKalb, Ill. 60115 (\$5.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Career Education, Curriculum Development, Inservice Education, Instructional Materials, \*Manuals, Parent Role, \*Resource Guides, \*Resource Materials, School Community Relationship, \*Teacher Education

Developed to help promote career education in the classroom, this resource guide can be used by teacher educators, consultants, and workshop leaders in introducing career education to teachers. The first section introduces the contents and concepts of the material in the guide. Section II concerns establishing a relationship with a local school district, while section III presents a brief discussion of how basic ideas interact with one another in the curriculum development process. Suggestions for organizing and conducting workshops are included in sections IV and V. Section VI suggests answers to frequently asked questions and section VII identifies materials and sources available to school districts. Additional sections relate to: (1) parent involvement, (2) subject matter skills, (3) world of work activities, and (4) humanizing the curriculum. This resource guide was prepared by the Able Model Program in cooperation with the state department of education. (JS)

**ED 067 488** VT 016 639

**A Quality School Network for Illinois.**

Center for New Schools, Inc., Chicago, Ill. Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 71  
Note—84p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Change, \*Educational Innovation, Educational Objectives, Educational Philosophy, Program Costs, \*Program Development, Program Planning, \*Public School Systems, School Organization, \*State Programs

Identifiers—\*Illinois

A network of quality schools has been suggested as a means of achieving excellence in Illinois public schools. Such a program to be effective, must be specific while at the same time addressing the broad and complex needs for education. Also, the proposed network must be built upon the mistakes of the past and must stimulate renewal at the local level. Recognized characteristics of the proposed network are: (1) The network should be composed of 45 affiliates planned and operated within local school districts, (2) The educational program of each affiliate should be built upon the rich experience of successes and failures encountered by the many recent attempts to develop, through the creation of total programs, a productive learning situation for students, (3) Affiliates should be located in rural, suburban, and urban areas so that the numbers in each area will be representative of the State, (4) Continuous communication and exchange should occur among the affiliates, and (5) The State should provide funding for the technical assistance, evaluation and impact components of the network. (JS)

**ED 067 489** VT 016 642

**The Administration's Private Pension Proposal.**

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Report No.—Legislative Anal-20  
Pub Date 3 May 72

Note—49p.

Available from—American Enterprise Institute for Public Policy Research, 1150 17th St., N.W., Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Consumer Economics, \*Federal Legislation, \*Income, Labor Economics, \*Program Descriptions, \*Retirement, Taxes  
Identifiers—\*Pension Systems, Self Employed, Tax Deferral

This report examines legislation proposed by the Nixon administration to (1) make available to employed workers a new type of personal retirement plan having tax-deferral advantages, (2) apply pre-retirement vesting requirements to the private pension system, and (3) broaden tax-deferred retirement plans presently available to the self-employed and their employees. The legislation would permit all wage and salary earners to set up their own individual retirement plans under the same tax-deferral arrangement now available for group-type pension plans and for retirement plans of the self-employed. Alternative retirement plans and pension vesting proposals are discussed. (JS)

**ED 067 490** VT 016 648

**Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 4.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72  
Note—26,221p.

**EDRS Price MF-\$82.23 HC Not Available from EDRS.**

Descriptors—Agricultural Education, Business Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, Information Retrieval, Information Storage, \*Instructional Materials, \*Microfiche, \*Technical Education, Trade and Industrial Education, \*Vocational Education

Documents announced with VT numbers only in Volume 5, Number 4 (VT 016 647) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

**ED 067 491** VT 016 685

**Bice, Garry R. Green, Gary Q.**

**A Study of the Salary Structure of Selected State Divisions of Vocational-Technical Education.**

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.

Pub Date Jun 72  
Note—284p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Administrative Organization, \*Administrative Personnel, Fringe Benefits, Occupational Information, \*Personnel Data, \*Salaries, \*State Departments of Education, Technical Education, Vocational Development, Vocational Education

Identifiers—\*Southeastern States, Tennessee

In this survey, the Tennessee Research Coordinating Unit has gathered statistical data pertinent to the salary structure of State Divisions of Vocational-Technical Education in the Southeast with specific emphasis on Tennessee. Compared to other state divisions, the professional vocational education staff members in Tennessee are overworked and underpaid. Upgrading of fringe benefits and 15 percent salary increases are recommended to improve Tennessee's noncompetitive position. The "general combination" type of organizational structure in Tennessee does not provide for vertical mobility, making the vertical and pyramidal structures in other states more attractive. Various cost-of-living indexes show there is an insignificant difference in living costs among the southeastern states. For each administrative position within the State Divisions of Vocational-Technical Education, salary ranges, job descriptions, educational requirements, and work experience requirements are included. A wide range of charts presents the data. Findings are

presented concerning the cost-of-living, the working environments, field supervision, and the organizational structures of 12 State Divisions of Vocational-Technical Education in the Southeast. Administrative positions within four local educational systems were selected for purposes of comparison. (AG)

**ED 067 492** VT 016 696

**Price, Charlton R.**

**New Directions in the World of Work. A Conference Report.**

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Mar 72  
Note—47p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 (\$ .75)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Blue Collar Occupations, \*Conference Reports, Individual Development, Job Development, \*Job Satisfaction, \*Labor Problems, Occupational Aspiration, Organizational Change, Productivity, \*Social Change, \*Vocational Development, Work Attitudes  
Identifiers—Alienation

A 3-day conference conducted by the W.E. Upjohn Institute for Employment Research with the support of the Ford Foundation explored a range of problems that blue collar workers have with their jobs and discussed new directions for industrial work which would decrease worker alienation and "humanize" the quality of work. The 42 conference participants represented management, unions, the Federal Government, universities, magazines, and the Ford Foundation. Some suggested approaches for alleviating job discontent and improving worker attitudes included job enrichment and redesign programs, organizational restructuring, and increasing opportunities for individual development to maximize productivity. Diverse viewpoints and interests are illustrated with quotations from conference discussions. (AG)

**ED 067 493** VT 016 713

**Yeager, Leland B.**

**Monetary Policy and Economic Performance:**

**Views Before and After the Freeze.**

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date Jul 72  
Note—38p.

Available from—American Enterprise Institute for Public Policy Research, 1150 17th Street, N.W., Washington, D.C. 20036 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—Business Cycles, Economic Change, Economic Development, \*Economic Research, Financial Needs, \*Financial Policy, \*Government Role, \*Money Management, Money Systems, \*Policy Formation

Identifiers—Monetarism, Wage Price Freeze

To assist policy makers, scholars, businessmen, the press, and the public by providing objective analysis of national and international issues, this research institute has presented a special economic analysis which details the views of a University professor of economics on the recent United States wage-price freeze. Focusing on the shortcomings of national and international monetary policies and economic performance, the author discusses the implications of monetary instability, inflation, and recession from the viewpoint of "monetarism", an economic theory which assumes that changes in the money supply dominate the total flow of spending in an economy. A table presents data giving the annual percentage rates of change in the U.S. money supply, industrial production index, and consumer price index over selected periods, from 1959 to 1971. Both the author's pre- and post-freeze suggestions are included, as well as opposing economic viewpoints. (AG)

**ED 067 494** VT 016 714

**Training Program for Teachers in the Technologies. Final Report for Fiscal Year 1971-1972.**

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72  
Note—129p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Annual Reports, \*Change Agents, \*Developmental Programs, Educational Change, Individual Development, Individualized Programs, Industrial Arts, Industrial Education, \*Inservice Teacher Education, \*Instructional Improvement, Leadership Training, Program Development, Program Evaluation, Regional Planning, Resource Materials, \*Teacher Educator Education, Technology

**Identifiers**—\*Northern Appalachia

To design, develop, and implement an organizational structure for inservice teacher education and provide a continuing program for inservice leadership training in the Northern Appalachia Region for education in the technologies, a teacher educator program was established for training teachers as change agents within a comprehensive "teacher center" program. To alter inadequate classroom procedures and meet other educational needs, instructional improvement was promoted by means of a flexible individualized developmental program which was problem-oriented and task-centered, and which utilized a performance-based evaluation mode of operation. Program assessment included teacher observation in the classroom, pre- and posttesting, participant performance, and open forum sessions. Included among the recommendations of this final annual report is the establishment of regional training centers to handle localized problems. Program materials are given in the extensive appendixes. (AG)

**ED 067 495**

VT 016 715

**Survey of Working Conditions. Final Report on Univariate and Bivariate Tables.**

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Department of Labor, Washington, D. C. Employment Standards Administration.

Pub Date Nov 70

Note—502p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (2916-0001, \$3.50)

**EDRS Price MF-\$0.65 HC-\$19.74**

**Descriptors**—Health, Income, \*Industrial Relations, Interpersonal Relationship, \*Job Satisfaction, \*Labor Conditions, \*Labor Problems, Labor Standards, Measurement Techniques, \*National Surveys, Safety, Tables (Data), Work Environment

A nationwide survey of employed persons was conducted to provide information on labor standards problems, assess the impact of working conditions on workers, develop job satisfaction measures, and establish statistics for similar data collections. The survey revealed that the majority of workers expressed satisfaction with their jobs but they also identified problems in labor standards areas, principally those involving health, safety, and income. But even more than these traditional labor standards areas, workers considered problems of job content and work relationships to be of major importance. Two job satisfaction measures suitable for use in surveys of workers in heterogeneous occupations were developed, Jobsat '70 and Content Free Job Satisfaction. Determination of their validity will depend on future use. There was not necessarily a high correlation between work-related problems and job satisfaction. Results of the survey are presented in detailed statistical tabulations, with narrative data to highlight the problems reported by workers and to describe measures employed in the analysis. (MF)

**ED 067 496**

VT 016 716

**Negro Employment in the South. Volume 2: The Memphis Labor Market.**

Manpower Administration (DOL), Washington, D.C.

Report No.—Manp-Res-Monog-23

Pub Date 71

Note—66p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (2900-0142, \$6.5)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Black Community, Doctoral Theses, \*Employment Patterns, \*Employment Problems, Interviews, Labor Market, Manpower Development, Migration Patterns, \*Negro Employment, \*Socioeconomic Status, \*Southern States, Tables (Data), Vocational Development

**Identifiers**—Labor Force Participation, Manpower Development and Training Act Programs, \*Memphis

This monograph on Negro employment in the Memphis labor market is part of a federally sponsored project on Negro employment in the South which seeks to present the latest information on both the racial employment patterns and the factors responsible for perpetuating or for changing those patterns. As part of a doctoral dissertation, a comparison of 1966 and 1969 employment patterns of Negroes and whites used regression analysis to explain Negro industrial penetration rates (their share of employment) and occupational distribution, by race. Also, unstructured field interviews examined various aspects of the Memphis labor market, such as manpower programs and Negro employment problems. Twenty-five representatives of the black community, 60 employers, and officials from 16 private and public agencies were interviewed to provide insight into socioeconomic factors in minority employment patterns. Housing, employment, education, and poverty problems united the black community in a strike in 1968 which led to expanded programs to improve socioeconomic conditions. Thirty tables present the data, which precede general and specific recommendations for federal, state, and local government action in developing appropriate manpower programs. This document is related to a previously processed report on the Houston labor market available as ED 048 486. (AG)

**ED 067 497**

VT 016 717

**Vaughn, Janet L.**

**Standardized Estimates of Time Required and Quality of Various Tasks in Household Employment. Final Report.**

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0636

Pub Date Jan 72

Grant—OEG-5-0-240636-0068

Note—82p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Behavioral Objectives, Consumer Economics, Consumer Science, \*Domestic, \*Homemaking Skills, Occupational Home Economics, \*Performance Criteria, Predictor Variables, Resource Materials, Statistical Analysis, Tables (Data), \*Task Analysis, \*Task Performance, Visiting Homemakers

The pricing of household work can be based on standardized times established for component parts of the job. Techniques for determining these standardized times and the component parts were developed in a study conducted at Purdue University and supported by a federal grant. After a preliminary survey of homemaker practices in cleaning living areas of 20 homes, a laboratory study was made which used eight household workers to perform dusting operations under controlled conditions. A work estimation formula was derived from these task situations. A multiple regression model was developed from the dusting and vacuuming of 20 family-living areas of 12 nonrandomly selected households by graduate research and laboratory assistants. Quota sampling was used to select 32 homes in which a regression equation was used to establish the factors most useful in predicting time use from a replication of the previous tasks by seven household workers. The following independent variables were important in estimating or predicting variation in cleaning time: (1) square foot area of the room, (2) moved-item density of the room, (3) total furniture density, (4) accessory rating, (5) type of heating, (6) percentage of carpet in the room, (7) dexterity time score of the worker, and (8) other variables relating to the furniture and the homemaker. (Author/AG)

**ED 067 498**

VT 016 718

**A Training Program for Vocational and Technical Education Administrators. Final Report (June 1, 1970-June 30, 1971).**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater; Oklahoma State Univ., Stillwater.

Pub Date 71

Note—82p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Chief Administrators, \*Inservice Programs, Occupational Aspiration, Preservice Education, \*Professional Training, \*Program

Descriptions, Program Evaluation, Summer Institutes, Tables (Data), Technical Education, Vocational Development, Vocational Directors, \*Vocational Education

**Identifiers**—\*Oklahoma

To update and improve the skills and competencies of vocational and technical education administrators in Oklahoma and provide preservice education for those aspiring to administrative responsibilities, a series of activities in a flexible inservice training program for 53 persons were conducted during the year, including a 4-week summer institute and university courses during the fall and spring semesters. Responses to an evaluation questionnaire regarding the accomplishment of program objectives revealed that program goals were generally accomplished and viewed favorably by the participants, although they were not congruent with their personal goals. Eight tables present various data on program evaluation. A wide range of resource materials is included. (AG)

**ED 067 499**

VT 016 719

**Part-Time Social Workers in Public Welfare.**

Catalyst, New York, N. Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Spaulding-Potter Trust, Concord, N.H.

Pub Date Oct 71

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Caseworkers, \*College Graduates, Community Agencies (Public), \*Demonstration Projects, Feasibility Studies, Females, Human Services, \*Part Time Jobs, Program Evaluation, \*Social Workers, Success Factors, Vocational Development, Vocational Education, Welfare Services

A demonstration project in Boston, Massachusetts, designed to meet critical needs in public service by providing part-time jobs for able women with families, chose 50 mature women college graduates from over 1,500 who were interested and 173 who were interviewed. Working half-time for 2 years in the State Department of Public Welfare, they performed exceptionally well, carrying an average of 42 family cases compared to an average of 78 cases by the full timers, with 89 percent as many personal contacts—fewer home contacts, but more telephone and office contacts. The attrition rate was 14 percent, about one third that of the full-timers, due to their maturity, commitment, and other personal factors. A 6-month feasibility study following a national survey developed recruiting procedures and chose a site for the program which was sponsored by Catalyst, a national non-profit educational service organization. The typical woman recruit was a 45-year-old mother with three teenage children and an annual family income of between \$15,000 and \$20,000. This differed from the full-timers, who were 29.4 years old on the average, 32 percent of whom were married. Professional training and program acceptance by the full-timers insured its success and helped make flexible job scheduling for women an accepted practice. (AG)

**ED 067 500**

VT 016 720

**Testimony of Nationally Representative Groups.**

U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-12

Pub Date Jul 71

Note—173p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. c13.10:345-12, \$1.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—\*Conference Reports, Consumer Education, Educational Needs, \*Industrial Education, Measurement, \*Metric System, National Surveys, \*Number Systems, \*Organizations (Groups), Retraining, Standards, Systems Development

**Identifiers**—Public Law 90 472

As the 12th in a series of interim reports prepared for the United States Congress on the metric system, this study was authorized by law to reduce uncertainties concerning the issue of converting to metrication and to provide a better basis upon which the Congress may evaluate and resolve it. The testimony of over 230 nationally representative groups is summarized, supplemented by information from experts in the areas



of consumer activity and education. Over 700 trade associations, labor unions, professional societies, and other groups were invited to submit their opinions and cost-benefit estimates concerning a possible future conversion to the metric system. The organizational summaries are grouped into the seven categories: (1) labor, (2) consumer affairs, (3) education, (4) construction, (5) engineering-related industry, (6) consumer-related industry, and (7) natural resources, transportation, health, small business, and others. The advantages and disadvantages associated with conversion include international standardization, consumer and industrial retraining and education, changing to new tools, and cost. However, 112 of these groups feel that a changeover is inevitable and desirable, although the complexity of the construction industry would require special planning. A majority of these groups favor a nationally coordinated program with some governmental assistance. (AG)

**ED 067 501** VT 016 721

*Eleen, John W. Bernardine, Ashley G.*  
**Shutdown: The Impact of Plant Shutdown, Extensive Employment Terminations and Layoffs on the Workers and the Community.**  
Ontario Federation of Labour, Toronto.  
Pub Date Aug 71  
Note—139p.

**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—\*Community Problems, \*Labor Economics, Labor Legislation, \*Labor Problems, Management, \*Manpower Utilization, Manufacturing Industry, Strikes, \*Unemployed, Unemployment

Identifiers—Canada, \*Plant Shutdown  
This report discusses the social, economic, and human implications of plant shutdowns. As part of the data gathering process, personal interviews were held with civic leaders, company representatives, union leaders, and workers in order to gain insight into the causes and effect of the closing of plants. Sections of the report cover topics such as: (1) Four Major Industries: An Overview, (2) Reactions From Four Industrial Communities, (3) The Psychological Effect of Plant Shutdown and Unemployment On The Workers, (4) Impact of Industry On the Community and On Employment, (5) The Contribution of Collective Bargaining To Adjustment To Technological Change and Plant Shutdown, (6) The Guaranteed Annual Income, and (7) Legislation On Plant Shutdown, Termination of Employment and Layoff In Ontario, Quebec, and The Federal Jurisdiction. Also included are 18 specific proposals for dealing with the problems associated with plant shutdowns. (JS)

**ED 067 502** VT 016 726

*Herr, Edwin L.*  
**Decision-Making and Vocational Development. Guidance Monograph Series.**

Pub Date 70  
Note—92p.  
Available from—Houghton Mifflin Co., 2 Park St., Boston, Mass. 02107

Document Not Available from EDRS.

Descriptors—\*Career Choice, Cultural Factors, \*Decision Making, Decision Making Skills, \*Guidance Counseling, Individual Needs, Personal Values, \*Vocational Development, \*Vocational Education, Vocational Interests

The purposes of this monograph are to: (1) examine the interrelationships of decision making and vocational development, (2) examine the current approaches to understanding decision-making, (3) identify the specific effects upon decision making and vocational development of different personal characteristics, and (4) suggest ways in which the vocational development process can be influenced by school counselors. Although a decision may seem discrete, it is really only a step in a series of previously made decisions. It is influenced by multiple factors which include personal variables, social and cultural factors, interpersonal relationships, and relevance of the decision-maker's reference group. The facilitation of vocational development by group and individual guidance counseling is suggested. This monograph is designed for consumers as well as for guidance and counseling personnel. (AG)

**ED 067 503** VT 016 763

**A Tentative Framework for Developing Comprehensive K-12 Career Education. Career Education, K-12—The World of Work.**

Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, \*Curriculum Development, \*Curriculum Planning, \*Educational Objectives, Elementary Grades, Fundamental Concepts, Integrated Curriculum, Middle Schools, \*Program Planning, Secondary Grades

Prepared by the Texas Education Agency for use in integrating career education into existing school programs, this curriculum guide presents an overview and objectives of career education. Other sections of the guide discuss: (1) Implementing Career Education, (2) Career Education in the Elementary School, (3) Career Education in the Middle School, and (4) Career Education in the High School. Included in the appendixes is a listing of career fields and career education concepts. (JS)

**ED 067 504** VT 016 764

*Lamar, Carl F. Hilton, E. P.*

**The National Vocational Education Conference on Methods and Strategies for State Plan Development in Accordance with the Provisions of the Vocational Education Amendments of 1968 (Covington, Ky., March 25, 26, and 27, 1969). Final Report.**

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-7009

Pub Date Jun 69

Grant—OEG-0-9-277009-2802(085)

Note—170p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Advisory Committees, \*Conference Reports, Federal Aid, \*Program Development, Program Evaluation, \*State Programs, \*Vocational Education

Identifiers—\*Vocational Education Amendments of 1968

The proceedings of the National Conference on State Plan Development contain a brief summary of the discussion about the Vocational Education Amendments of 1968, the draft Regulations for State Plan Programs, the draft State Plan Guide, and the working papers presented at the Conference. Also included are the Conference program, staff, participants, and Office of Education consultants. The position papers examined topics in vocational education planning at the State and local levels, methodologies for conducting state program evaluation, the role of vocational education personnel in state program planning and evaluation, and the policies and procedures of the State Advisory Councils for Vocational Education. (MF)

**ED 067 505** VT 016 766

**BLS Handbook of Methods for Surveys and Studies.**

Manpower Administration (DOL), Washington, D.C.

Report No—BLS-Bull-1711

Pub Date 71

Note—248p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (2901-0659, \$2.00)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Costs, \*Data Analysis, \*Data Collection, Employment Patterns, Industrial Relations, \*Labor Economics, \*Methodology, \*National Surveys, Occupational Surveys, Productivity, Trend Analysis, Wages

Identifiers—BLS, Bureau of Labor Statistics

This handbook outlines the scope of the Bureau of Labor Statistics programs and the methods it uses to collect, tabulate, evaluate, and publish a wide range of economic and statistical information from the studies and surveys that it conducts. These statistical programs are organized according to subject matter areas. The broad subject areas covered in this publication are current employment analysis, manpower structure and trends, prices and living conditions, wages and industrial relations, productivity and technology, occupational safety and health, and economic trends and labor conditions. Each chapter contains a list of technical references, and the appendix includes procedures for the seasonal factor method of analysis. (MF)

**ED 067 506**

VT 016 767

**Wages and Hours of Work of Nonsupervisory Employees in All Private Nonfarm Industries by Coverage Status Under the Fair Labor Standards Act.**

Department of Labor, Washington, D. C. Employment Standards Administration.

Pub Date 72

Note—138p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Economic Status, \*Industrial Personnel, Labor Economics, Labor Standards, Methodology, \*Minimum Wage Legislation, \*National Surveys, Program Effectiveness, Tables (Data), \*Wages, \*Working Hours

Identifiers—\*Fair Labor Standards Act, Nonsupervisory Employees

At the request of the Employment Standards Administration, the Bureau of Labor Statistics conducted a nationwide survey of private nonfarm industries, designed to provide comprehensive frequency distributions of nonsupervisory employees by average straight-time hourly earnings and weekly hours of work by coverage status under the Fair Labor Standards Act. Including all private nonfarm industries except private household services, the survey data, which relate to a payroll period in April 1970, add a new dimension to the Department of Labor's continuing research program of evaluating the economic implications of the Fair Labor Standards Act. In addition to providing an overview of existing wage and hours structures and differences or similarities when viewed by industry, region, coverage status, or unionization, the survey provides the basis for ascertaining the benefits and the direct wage bill costs associated with proposed changes in labor provisions. Data, presented in extensive tables, indicate that: (1) The federal minimum wage is more important to employees in nonunionized than in unionized establishments, (2) The wage bill impact is greatest in the South, (3) Total hours worked during the survey week increased as average hourly earnings rose, and (4) Earnings were highest in previously covered industries, metropolitan areas, and the West, and lowest in retail trades, services, noncovered industries, and the South. (Author/AG)

**ED 067 507**

VT 016 768

*Johnston, William L.*

**A Survey of Existing Consumer Education Practices in New Jersey Schools.**

New Jersey State Dept. of Education, Trenton. Center for Consumer Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Monog-3

Pub Date 71

Note—56p.

Available from—N.J. Voc-Tech Curriculum Lab., Rutgers University, Building 4103, Kilmor Campus, New Brunswick, New Jersey 08903 (\$1.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Consumer Education, \*Curriculum Development, Elementary School Curriculum, High School Curriculum, Inservice Teacher Education, \*Interdisciplinary Approach, Public Schools, \*School Surveys

Identifiers—\*New Jersey

The objectives of the survey reported in this publication were to gain insight into existing consumer education practices in New Jersey public schools and to provide information helpful in the development and improvement of consumer education programs. Findings from questionnaires mailed to a random sample of local school superintendents showed that consumer education was practically nonexistent in elementary schools and only occasionally available in middle schools. Relatively comprehensive coverage was provided at the high school level through courses in home economics, business education, and distributive education, with some emphasis on consumer education in other disciplines. But consumer education was not generally considered important enough to be included in the educational programs of all students; only about one-third of the students in New Jersey's public schools had the opportunity to develop consumer skills through formal education programs. The survey indicated a need for more curriculum development, resource materials, and teacher expertise so that all disciplines in the elementary and secondary

school curriculum would be involved in consumer education. Tabulated data from the survey give responses by grade level, subject area, and consumer concept. (MF)

ED 067 508 VT 016 769

**The Chemical Technology Program: Its Inauguration, Operation, and Evaluation.**

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—99p.

Available from—N.J. Voc-Tech Curriculum Lab., Rutgers University, Building 4103-Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Chemical Industry, \*Chemical Technicians, \*Industrial Education, \*Industrial Technology, \*Instructional Materials, Job Analysis, Laboratory Equipment, Manufacturing, Occupational Information, Performance Tests, School Industry Relationship, Secondary Grades, Task Analysis, Vocational Development, Vocational Education

Identifiers—Beginning Competence, Employment Skills, Vocational Education Act of 1968

This manual will be useful to superintendents, chemical technology teachers, and students in a high school which is planning or already offering a chemical technology program. Designed to prepare students for entry-level employment as chemical technicians or further post-secondary training, these instructional materials include: (1) a discussion of the school industry relationship, (2) a job description which details advancement opportunities and working conditions, (3) job qualifications, (4) a description of a chemical technology instructor, (5) extensive job and task analyses, (6) lists of laboratory equipment, (7) an occupational competency examination for job placement purposes, and (8) teaching outlines for courses in general analytical chemistry and introductory physics, giving general and specific course objectives and suggested teaching procedures in a 3-column format. This document was developed as part of a federally funded project by educators in vocational education and leaders in chemical industries in New Jersey. (AG)

ED 067 509 08 VT 016 770

Cotrell, Calvin J. And Others

**Model Curricula for Vocational and Technical Teacher Education: Report No. IV. A Foundation for Performance-Based Instruction. Final Report.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—R&D-Ser-74

Bureau No.—BR-7-0158

Pub Date Aug 72

Grant—OEG-3-7-000158-2037

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cluster Grouping, Cooperating Teachers, \*Core Curriculum, \*Curriculum Development, Educational Objectives, Inservice Teacher Education, Instructor Coordinators, Laboratory Training, \*Performance Criteria, Preservice Education, Task Analysis, \*Teacher Education Curriculum, \*Vocational Education Teachers

This report describes 390 performance requirements to be used as guidelines in the development of performance-based core curriculums for in-school laboratory teachers and cooperative secondary program teacher-coordinators in vocational and technical education. These performance requirements, synthesized from the performance element data identified and evaluated in the first two phases of the project, are grouped into 50 clusters in 10 categories. Sample performance-based educational objectives are provided as guides for vocational teacher educators to develop specific performance objectives to fit a particular situation. These objectives are similar to behavioral objectives but written on the general level. Each is based on one performance element and describes the activity to be performed by the teacher. Included in this report is a brief summary of the 4th national teacher education seminar, reflecting reactions of the participants to the performance requirements for teachers and their implications. Related documents are available as ED 059 354, ED 059 355, and ED 063 455. (MF)

ED 067 510 VT 016 772

**National Study of Social Welfare and Rehabilitation Workers, Work, and Organizational Contexts. Research Report No. 1: Overview Study of the Dynamics of Worker Job Mobility.**

Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-72-05401

Pub Date Nov 71

Note—189p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1760-0104, \$1.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Opportunities, Interviews, Job Satisfaction, \*Manpower Needs, Occupational Aspiration, Occupational Choice, \*Occupational Mobility, \*Organizational Climate, Rehabilitation, Social Welfare, \*Social Workers, \*Work Attitudes

The goals of this study were to review what is known about worker job mobility in the social welfare and rehabilitation services fields, to organize this knowledge, and to suggest improvements in career design and employee management in these fields. To supplement the review of

research and theoretical literature, two sets of personal interviews were conducted. First, the "expert informants" interviews with 28 educators, public officials, and agency directors collected data on impressions of and experiences with worker job mobility. Second, the "critical incidents" interviews with 40 direct service workers and first-line supervisors concerned their job entry factors and incidents when they changed jobs or contemplated job changes. Recommendations for action drawn from the literature and from the limited field investigation are presented in relation to initial job entry, job turnover, and internal mobility. The first publication in this national study is available as ED 057 198. (MF)

ED 067 511 VT 016 774

**Project VIGOR: Vocational Cluster Education, Integrated and Articulated, Grades 1 through 14 with Guidance Services, Occupational Exploration and Work Experience, Relevant to General Education. Final Evaluation Report.**

David Douglas Public Schools, Portland, Oreg.; Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 72

Grant—OEG-0-70-5187(361)

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Articulation (Program), \*Career Education, \*Developmental Programs, Elementary Grades, Guidance Services, Knowledge Level, \*Occupational Clusters, Post Secondary Education, \*Program Evaluation, Questionnaires, Secondary Grades, Student Evaluation, Synthesis, Teacher Evaluation, Work Experience Programs

Identifiers—Oregon, \*Project VIGOR

To determine the knowledge level and attitudes of Project Vigor staff and to develop a base for further planning and implementation, nine separate questionnaires were used to collect data from administrators, teachers, and counselors at specific grade levels. It was found that significant progress had been made toward meeting the overall project goal of creating a career education program in a formerly traditional school system, the David Douglas Public Schools in Portland. Major strengths of the program centered on the career clusters in the high school, the work experience program, and the career awareness program in the elementary grades. However, the critical problem was a lack of understanding by the majority of the staff of the total concept of career education. Exploratory programs, particularly at the junior level, and additional materials, principally cluster programs and guidance and counseling services, are needed. Future evaluation would be enhanced by the development of objective indicators of achievement and performance. In addition to the questionnaires and data analyses, the appendixes include the complete report of a special evaluation activity designed and conducted by a senior class student who was also a member of the Project VIGOR advisory council. This activity centered on collecting information from ninth grade students about their knowledge and attitudes toward career education, and its findings are incorporated into the evaluation. (MF)

# Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

## Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number \_\_\_\_\_ ED 013 371

## Ability Identification

Improving Teacher Skills at Pupil Assessment.  
ED 066 857

## Abstraction Levels

The Status of Number and Quantity Conservation Concepts Across the Life-span.  
ED 067 161

## Abstracts

The Effect of Televised Science Instruction on Verbal and Nonverbal Process Behaviors of Teachers and Students in Grades 1-4.  
ED 067 222//  
Language and Language Behavior Abstracts. Final Report.  
ED 066 978

## Academic Ability

Improving Teacher Skills at Pupil Assessment.  
ED 066 857

## Academic Achievement

Class Size. Educational Management Review Series Number 8.  
ED 066 779  
Educational Expectations and Educational Aspirations: A Deviant Case Analysis.  
ED 066 780  
Effective Reinforcement for Achievement Behaviors in Disadvantaged Children: The First Year.  
ED 067 442  
Environment, Intelligence, and Scholastic Achievement: A Compilation of Testimony to the Select Committee on Equal Educational Opportunity, United States Senate.  
ED 067 433//  
Games and Teams: A Winning Combination.  
ED 067 248  
School Achievement of Children by Demographic and Socioeconomic Factors. Data From the National Health Survey, Series 11, Number 109.  
ED 067 424

## Academic Aspiration

Educational Expectations and Educational Aspirations: A Deviant Case Analysis.  
ED 066 780  
The Role of Socioeconomic Status and Significant Other Influence in Determining Educational Aspirations: A Black-White Comparison of Southern High School Seniors.  
ED 066 672

## Academic Education

Statistical Study of Project Newgate Students, Ashland, Kentucky.  
ED 066 635

## Academic Performance

Academic Performance of L.A.C.C. Transfers to UCLA Through the Special Services Program, 1971-72.  
ED 067 089  
The Relative Success of High Risk Students Enrolled in the Degree Programs of Berea College.  
ED 067 005//

## Accounting

Instructional Objectives for a Junior College Course in Principles of Accounting.  
ED 067 082

## Accreditation (Institutions)

Accountability. Review of Literature & Recommendations for Implementation.  
ED 066 826  
Accreditation of Health Educational Programs. Part I: Staff Working Papers.  
ED 067 464  
Accreditation of Health Educational Programs. Part II: Staff Working Papers.  
ED 067 465  
Accredited Postsecondary Institutions and Programs including Institutions Holding Preaccredited Status as of January 15, 1970.  
ED 067 049

## Acculturation

Culture Shock: What Problems in Acculturation Can Occur in a New Society?  
ED 066 987  
Portuguese in Transition.  
ED 067 311//

## Achievement

National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).  
ED 067 220  
Training Evaluation and Student Achievement Measurement: A Review of the Literature.  
ED 066 893

## Achievement Tests

The National Conference on Performance Contracting in Education (Elkridge, Maryland, December 9-10, 1971). Final Report.  
ED 066 827  
Questions and Answers about the National Assessment of Education Progress.  
ED 067 398

## Acoustic Phonetics

Communication Sciences Laboratory Quarterly Progress Report, Volume 9, Number 3: Research Programs of Some of the Newer Members of CSL.  
ED 066 967

## Acting

Instructional Objectives for Junior College Courses in Theater Arts: Advanced Acting; Oral Interpretation for Actors; and Introduction to Stagecraft.  
ED 067 085

## Action for Childrens Television

The Economics of Network Children's Television Programming.  
ED 066 882

## Action Programs (Community)

A Multi-Graded Conservation Education Summer School Model.  
ED 067 234  
Report from a National Workshop on Community Crisis Intervention, April 21-23, 1972.  
ED 067 329  
Teachers Environmental Resource Unit: Consumer Resources Idea Manual.  
ED 067 300

## Activism

The Challenge of New Directions in Campus Law Enforcement.  
ED 067 044  
"Conversations": Challenge and Change.  
ED 067 038  
Differences in Perceived Institutional Functioning and Responsiveness to Change As Related to Types of Students in Selected Four-Year Colleges.  
ED 067 053  
New Directions in Campus Law Enforcement: A Handbook for Administrators.  
ED 066 999  
Refocus.  
ED 067 018//

## Activity Learning

The ABC's of Learning in Infancy.  
ED 067 146  
Games and Teams: A Winning Combination.  
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College and University Governing Boards in the United States.  
ED 067 063  
Divisional Concept -- A Model for Progress.  
ED 066 848



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A Study of the Salary Structure of Selected State Divisions of Vocational-Technical Education. ED 067 491
- Administrative Policy**  
Ubi Societas Ibi Jus -- The Role of a System of Law in the Communitization Process in Academe. ED 067 021
- Administrative Problems**  
Board and Superintendent: Building the Effective Team. ED 066 829
- Administrator Attitudes**  
Community College Fiscal Policies: Presidents' Views. ED 067 093
- Administrator Education**  
A Project To Improve the Administration and Management of the Curriculum in Kentucky. Final Report. ED 066 803  
[Regional University Administrators Institute.] ED 067 032
- Administrator Guides**  
The General Concept of Managing for Educational Accountability. ED 066 789//
- Administrator Qualifications**  
Kansas Guidelines for the Supervision of School Library Media Programs. ED 066 902
- Administrator Responsibility**  
Accountability. ED 067 040//  
The Organized Organization: The American University and Its Administration. ED 067 000  
A Study of School Board Policies and Administrative Procedures for Dealing with Field Trips in School Districts in Cities with Populations over 100,000 in the United States. ED 066 810
- Administrator Role**  
Behavioral Objectives and the Supervisor. An Occasional Paper. ED 066 825  
The Organized Organization: The American University and Its Administration. ED 067 000  
[Regional University Administrators Institute.] ED 067 032  
A Study of Boards of Education in Texas -- the Makeup of Boards and the Perceptions of Board Members. Studies in Education XI. ED 066 823
- Administrator Selection**  
Workbook on Procedures for Selecting Supervisors. ED 066 821
- Admission (School)**  
College Vacancy Survey. ED 067 017
- Adolescents**  
Structural Models and Occupational Aspirations: Black-White Variations Among Deep-South Adolescents. ED 067 206
- Adoption (Ideas)**  
A Critical Review of Strategies Intended to Modify Behavior. ED 066 899
- Adult Basic Education**  
A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center. ED 066 651  
Plan Multinacional de Educacion del Adulto (Multinational Plan for Adult Education). ED 066 958
- Adult Development**  
Toward Gog and Magog Or?: A Critical Review of the Literature of Adult Group Discussion. ED 066 652
- Adult Education**  
An Analysis of the Denotations of "Program" as Employed in Ordinary Language and Adult Education Discourse, with a Typology of Program Based on the Denotations. ED 066 656  
An Evaluation of Self-Learning Centers in Adult Education: A Research Report of a Ph.D. Dissertation. ED 066 660  
Personal Growth and Professional Growth: Do the Chicken and the Egg Both Come First? ED 066 694  
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Selective Review of the Results of Research on the Use of Audiovisual Media to Teach Adults. ED 066 923  
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- Adult Programs**  
TV Classroom In Color: Report of 1970 - 1971 School Year. ED 066 648
- Advisory Committees**  
Advisory Council Report: Project Newgate, Federal Youth Center, Ashland, Kentucky. ED 066 634  
Handbook for Washington State School District Migrant Education Advisory Councils, 1972. ED 067 201  
Primera Reunion de la Comision Nacional de Analisis y Evaluacion del Sistema Educativo: Informe Final (The First Meeting of the National Committee for Analysis and Evaluation of the Educational System: Final Report). ED 066 950
- Affective Behavior**  
An Evaluation of Some Cognitive and Affective Aspects of a Spanish-English Bilingual Education Program. ED 066 990  
A Guide to Humanistic Education. Paper Dragon Number 4. ED 067 356
- Affective Objectives**  
Version Condensada de la Clasificacion de los Objetivos de la Educacion (A Condensed, Translated Version of the Taxonomy of Educational Objectives). ED 066 957
- Africa**  
Rural Development in Africa: A Bibliography (Part II: North, South, West). Training & Methods Series, Number 17. ED 067 213
- African American Studies**  
[Afro-American Influence in the Cultural and Historical Development of the United States.] ED 067 029
- A Bibliography of Afro-American and Other American Minorities Represented in Library and Library-Related Listings.** ED 067 106//
- Black Studies Social Studies Resource Book: High School.** ED 067 346
- Final Director's Report On: Institute in African Studies for College Teachers.** ED 067 031
- African Culture**  
African Studies in French for the Elementary Grades: Phase II of a Twinned Classroom Approach to the Teaching of French in the Elementary Grades. Volume II, Tapescripts and Essays. ED 066 993  
African Studies in French for the Elementary Grades: Phase II of a Twinned Classroom Approach to the Teaching of French in the Elementary Grades. Volume I, Technical Report. ED 066 994  
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- African History**  
Teaching About Africa in the Elementary School: A University-Public Schools Co-operative Program for Improving Social Studies Teaching. ED 067 315
- African Languages**  
1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures: Volume III, Linguistics. ED 066 973//
- Age**  
Marital Status, Age, and Occupational Level of Adult Women Students. Implications for Counseling. ED 066 693  
Statistical Study of the Initial Group Chosen for Project Newgate at the Federal Youth Center, Ashland, Kentucky. ED 066 636
- Age Groups**  
The Status of Number and Quantity Conservation Concepts Across the Life-span. ED 067 161
- Agencies**  
Historical Background and Development of Camping and Outdoor Education. ED 067 171
- Agency Role**  
Current Regulation of Private Police: Regulatory Agency Experience and Views. ED 067 484//  
The National Institute of Education: Working Papers on Problems, Goals, and Program Initiatives for NIE. Research Note 16. ED 066 834  
Science Education--The Task Ahead for the National Science Foundation. ED 067 262
- Aggression**  
Methodology in Reading Instruction as a Controlling Variable in the Constructive or Destructive Channeling of Aggression. ED 066 719//
- Agricultural Education**  
Agricultural Education in the Zaire: An Essay in the Methodology of Analysis and Evaluation. ED 067 211
- Agricultural Production**  
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- Agriculture**  
Influence of Industrialization in the Campinas Rural Region. ED 067 178

- Rural Development in Africa: A Bibliography (Part II: North, South, West). Training & Methods Series, Number 17. ED 067 213
- Second Annual Report on Government Services in Rural America. Message from the President of the United States Transmitting the Second Annual Report on Government Services in Rural America, Pursuant to the Agricultural Act of 1970. ED 067 173
- Self Study Report: Department of Agricultural Information, North Carolina State University. ED 066 646
- Agronomy**  
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- Air Pollution Control**  
Environment, Teacher Manual, Intermediate, Idea 2, Air. ED 067 246  
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Kraft Board Odor Evaluation by Gas Chromatography and Odor Judging Panel. ED 067 281//
- Alberta**  
SEARCH and AIDE. A Report of Two Field Oriented Projects. ED 067 198
- Algebra**  
Algebra 1p, Mathematics: 5215.11. ED 067 296  
Algebra 1Q, Mathematics: 5215.12. ED 067 283  
Algebra 1s, Mathematics: 5215.14. ED 067 284  
Instructional Objectives for a Junior College Course in Intermediate Algebra. ED 067 077
- Alternative Schools**  
Alternative High Schools: Some Pioneer Programs. ERS Circular No. 4. ED 066 812
- American Government (Course)**  
Human Dignity Through the American Experience. (Government). Grade 12. ED 067 345
- American History**  
Red Cloud. The Story of an American Indian. ED 067 207//
- American Indians**  
The American Indian: A Selected Bibliography of Distinguished Titles Located in the East Texas State University Library; A Portrayal of the American Indian of the Past and in Contemporary Society. ED 067 105  
A Bibliography of Afro-American and Other American Minorities Represented in Library and Library-Related Listings. ED 067 106//  
The Change in Self-Image of Oglala Sioux Ninth Grade Students Through the Development and Testing of an Indian Culture Curriculum. Final Report. ED 067 172  
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The Forgotten People.... ED 067 196  
The Formal Education of Menominee Indian Children: Recent Educational Background Conditions. ED 067 177  
Fort Lewis College Indian Tuition Grants: Part II. Legislative Council Report to the Colorado General Assembly. ED 067 175  
Indian Americans in Southside Minneapolis: Additional Field Notes From the Urban Slum. ED 067 209  
Indian Enrollments and Tuition Waivers at Fort Lewis College. Report to the Colorado General Assembly. ED 067 174  
Indians of Canada. Jackdaw No. C16. ED 066 978
- Our Brother's Keeper: The Indian in White America. ED 067 208//
- Red Cloud. The Story of an American Indian. ED 067 180//
- Scholarships for American Indians, 1972. ED 067 207//
- Statistics Concerning Indian Education. Fiscal Year 1971. ED 067 187
- The Structure of Mechanical Aptitude in Several Cultural Environments. ED 067 214
- American Literature**  
The Force and Influence of Change on American Society, An Annotated Bibliography. ED 067 136
- American Society**  
The Force and Influence of Change on American Society, An Annotated Bibliography. ED 067 136
- Amish**  
Children in Amish Society: Socialization and Community Education. Case Studies in Education and Culture Series. ED 067 426//
- Analysis of Covariance**  
Fixed-Width Confidence Intervals in Linear Regression with Applications to the Johnson-Neyman Technique. ED 067 405
- Anatomy**  
Instructional Objectives for a Junior College Course in Human Anatomy-Physiology. ED 067 076
- Anchor Test Study**  
A Description of the Anchor Test Study. ED 067 403
- Annotated Bibliographies**  
Annotated Bibliography: Extended School Year Materials. ED 066 799  
A Bibliography of Popular Books on the Marine Environment and Wetlands Ecology. ED 067 230//  
Children's Books to Enrich the Social Studies: For the Elementary Grades. Revised Edition. ED 067 352  
A Guide to Humanistic Education. Paper Dragon Number 4. ED 067 356  
Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 1. ED 067 334  
Jugendbücher: Besprechungen des Jugendschriften-Ausschusses, Lehrerverein Bern-Stadt, Nr.5, 1971 (Books for Youth: Evaluations of the Committee on Juvenile Literature of the Teachers Association of the City of Bern, List Number 5, 1971). ED 066 971  
Microteaching: A Brief Review. ED 066 863  
Music Analysis: An Annotated Bibliography. ED 067 359  
Paperback Books for Children. ED 066 763//  
For the Reading Teacher: An Annotated Index to "Elementary English," 1924-1970. ED 066 728  
Science Fiction Criticism: An Annotated Checklist. ED 066 755//  
Science Policy Reviews, Volume 5 Number 2. ED 067 229  
Selected Bibliography of Yugoslav Educational Materials. Volume 7, Number 4. ED 067 322  
Teaching about Asia at the Secondary Level. Report of the Fifteenth Yale Conference on the Teaching of Social Studies. ED 067 307//  
Women: Their Educational and Career Roles. An Annotated Bibliography of Selected ERIC References. ERIC-IRCD Urban Disadvantaged Series, Number 31, August 1972. ED 067 423
- Annual Reports**  
Language and Language Behavior Abstracts. Final Report. ED 066 978
- Second Annual Report on Government Services in Rural America. Message from the President of the United States Transmitting the Second Annual Report on Government Services in Rural America, Pursuant to the Agricultural Act of 1970. ED 067 173
- TV Classroom In Color: Report of 1970 - 1971 School Year. ED 066 648
- Anthropology**  
Anthropology for the Schools: An Analysis of Selected Anthropology Curriculum Projects and Units with Content Ratings by Professional Anthropologists. ED 067 328  
Unit: Australians Past and Present, Inspection Pack, National Trial Print. ED 067 274//
- Anxiety**  
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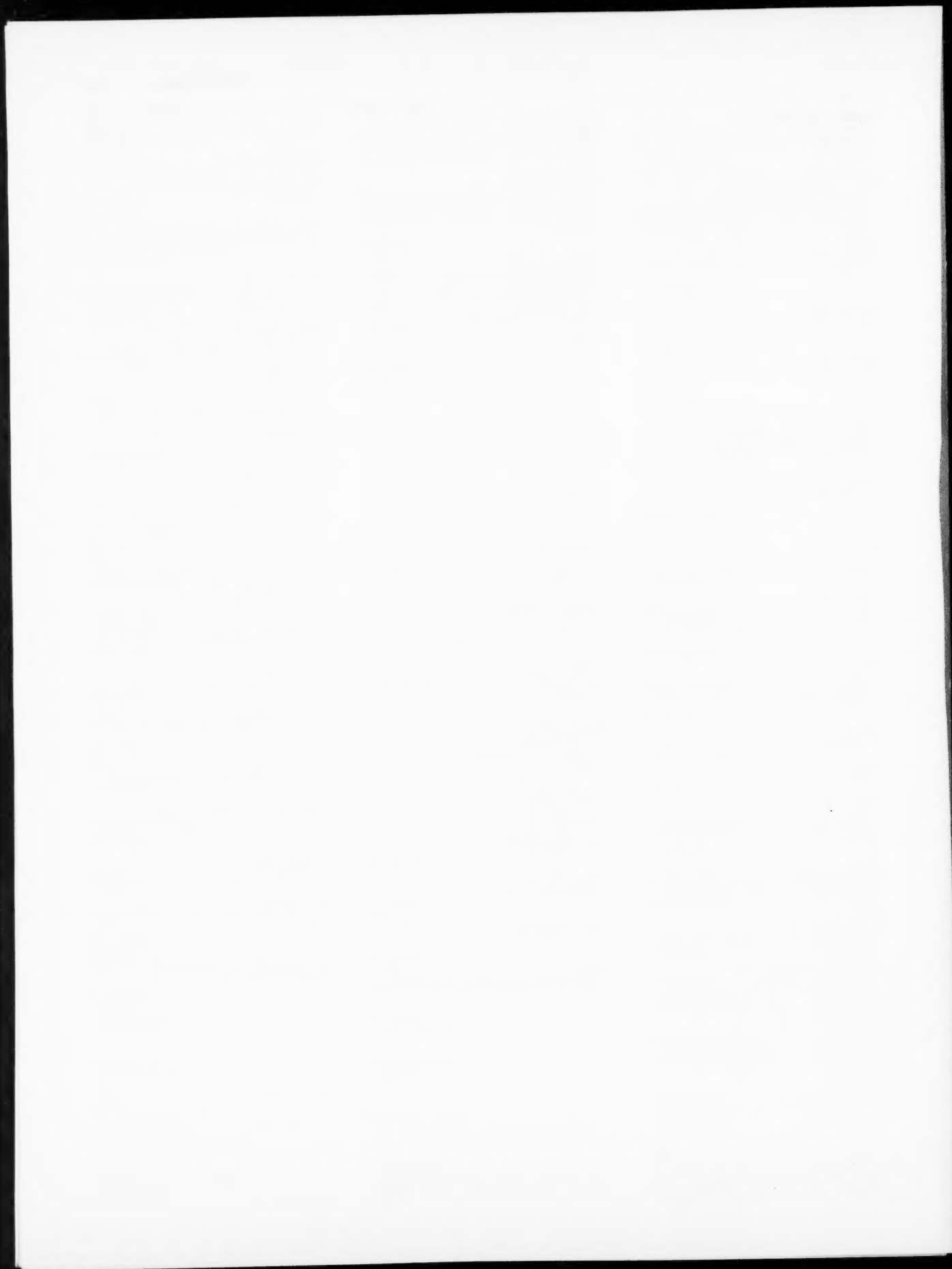


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AA001041	ED066623	CG007331	ED066673	CS000135	ED066724//	CS500010	ED066776//	EA004556	ED066827
AA001042	ED066624	CG007335	ED066674	CS000136	ED066725//	CS500011	ED066777	EA004558	ED066828//
		CG007337	ED066675	CS000137	ED066726			EA004568	ED066829
AC012723	ED066625	CG007342	ED066676	CS000138	ED066727	EA004295	ED066778	EA004570	ED066830
AC012734	ED066626	CG007345	ED066677	CS000139	ED066728	EA004296	ED066779	EA004575	ED066831
AC012741	ED066627	CG007346	ED066678	CS000140	ED066729//	EA004354	ED066780	EA004577	ED066832
AC012751	ED066628	CG007348	ED066679	CS000141	ED066730//	EA004356	ED066781	EA004578	ED066833
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AC012777	ED066631	CG007366	ED066682	CS000144	ED066733//	EA004372	ED066784	EA004581	ED066836
AC012778	ED066632	CG007380	ED066683	CS000145	ED066734//	EA004375	ED066785	EA004582	ED066837
AC012779	ED066633	CG007387	ED066684	CS000146	ED066735	EA004378	ED066786	EA004583	ED066838//
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AC012781	ED066635	CG007395	ED066686	CS200072	ED066737//	EA004380	ED066788	EA004585	ED066840
AC012783	ED066636	CG007398	ED066687	CS200073	ED066738//	EA004382	ED066789//	EA004586	ED066841
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AC012787	ED066640	CG007409	ED066691	CS200077	ED066742//	EA004397	ED066793	EA004594	ED066845
AC012789	ED066641	CG007411	ED066692	CS200078	ED066743//	EA004402	ED066794	EA004597	ED066846
AC012790	ED066642	CG007422	ED066693	CS200079	ED066744//	EA004403	ED066795		
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EM010168	ED066881	FL003492	ED066978	JC720206	ED067074			SE014749	ED067266
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EM010173	ED066884//	FL003506	ED066981	JC720209	ED067077	RC006346	ED067172	SE014756	ED067269
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EM010191	ED066890//	FL003529	ED066987	JC720215	ED067083	RC006423	ED067178	SE014824	ED067275//
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EM010196	ED066893	FL003539	ED066990	JC720218	ED067086	RC006428	ED067181	SE014841	ED067278//
EM010218	ED066894	FL003542	ED066991	JC720219	ED067087	RC006429	ED067182	SE014842	ED067279
EM010219	ED066895	FL003547	ED066992//	JC720220	ED067088	RC006430	ED067183//	SE014843	ED067280
EM010220	ED066896	FL003581	ED066993	JC720221	ED067089	RC006431	ED067184	SE014859	ED067281//
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EM010260	ED066910	HE003300	ED067006	LI003847	ED067102//	RC006457	ED067198	SE014895	ED067295
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EM010289	ED066918	HE003315	ED067014	LI003855	ED067110	RC006472	ED067206	SE014915	ED067303
EM010301	ED066919	HE003316	ED067015	LI003856	ED067111	RC006473	ED067207//	SE014917	ED067304
EM010307	ED066920	HE003317	ED067016	LI003857	ED067112	RC006474	ED067208//		
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		HE003335	ED067029	LI003871	ED067125	SE013723	ED067220	SO003504	ED067317//
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FL002582	ED066937	HE003340	ED067034	LI003877	ED067130	SE014226	ED067225	SO003922	ED067322
FL003026	ED066938	HE003341	ED067035	LI003878	ED067131	SE014349	ED067226//	SO003976	ED067323
FL003075	ED066939	HE003342	ED067036	LI003879	ED067132	SE014408	ED067227	SO004014	ED067324//
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FL003210	ED066944	HE003348	ED067041	LI003884	ED067137	SE014439	ED067232	SO004029	ED067329
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SO004687	ED067360	SP005887	ED067391	TM002018	ED067421	VT016389	ED067450	VT016622	ED067482//
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						VT016443	ED067452	VT016624	ED067484//
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SP005874	ED067382	TM002008	ED067412	VT015082	ED067443	VT016589	ED067474	VT016767	ED067506
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SP005880	ED067387	TM002014	ED067417					VT016774	ED067511



## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through December 1972 issues of *Research in Education (RIE)*:

**AEROSPACE EDUCATION 140**  
UF Aerospace Science Education

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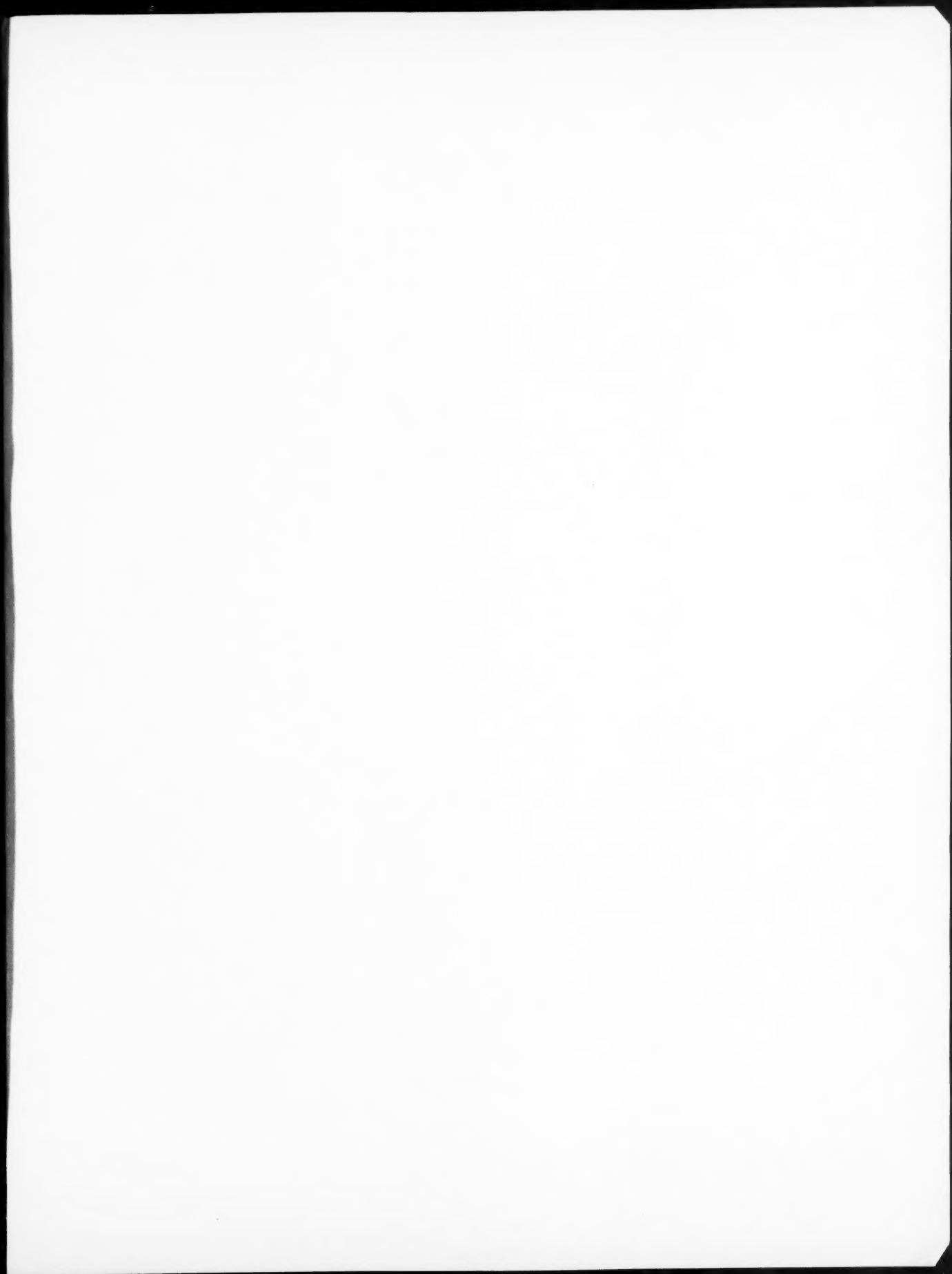
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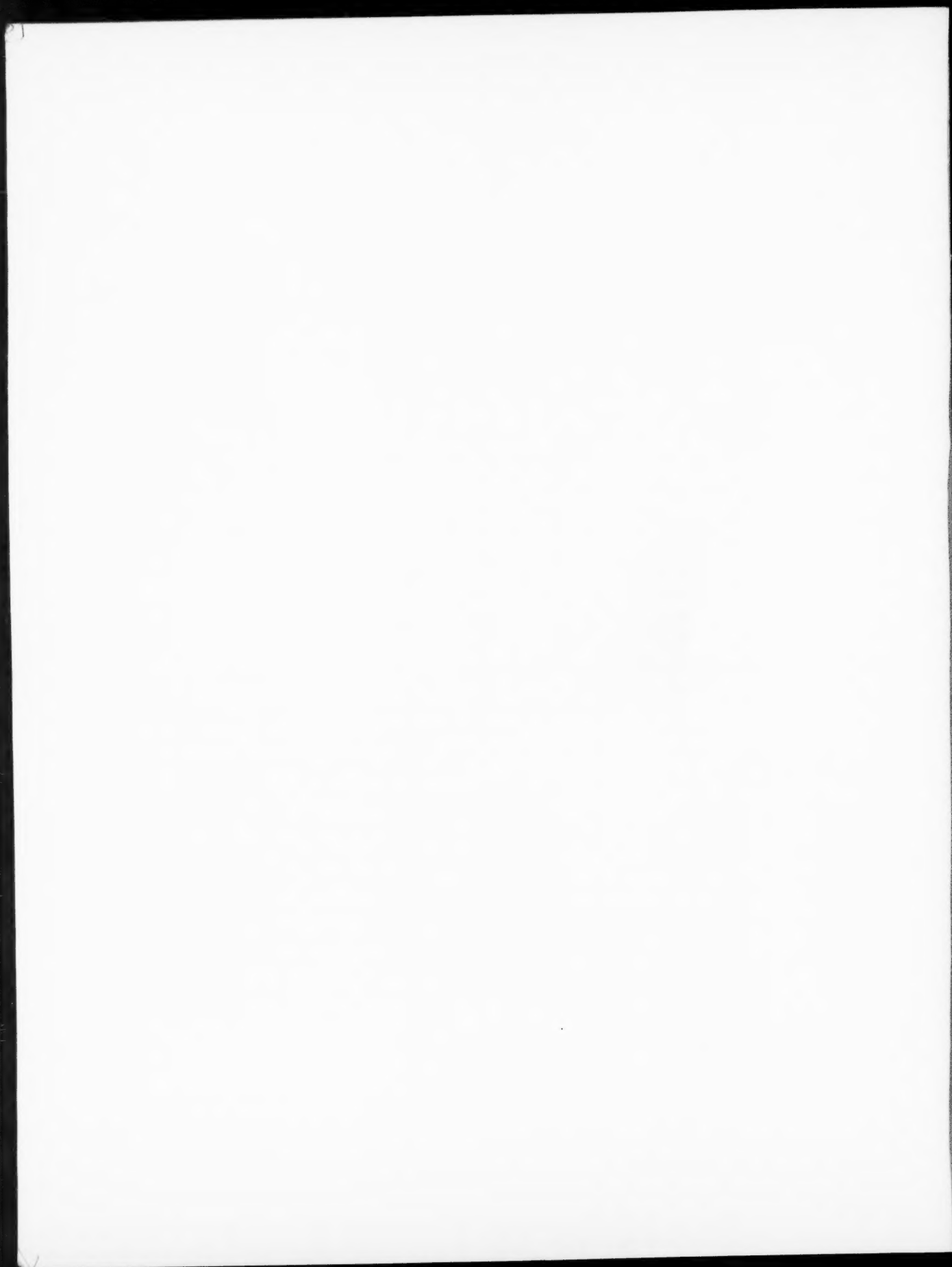
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